



TEACHERS' GUIDE FOR

Let's Talk

BY

Paul McKee and M. Lucile Harrison

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INTRODUCTORY STATEMENT

The purpose of Part One of this manual is to point out certain characteristics of LET's TALK. Suggestions for teaching the individual lessons are provided in Part Two.

Part One

Certain Characteristics of LET's TALK

A program in oral language. LET's TALK provides materials for a complete program in oral language for the second grade. It is the first textbook of this kind constructed solely for oral work. The authors have not only recognized the importance of the oral language program at this grade level but have also supplied adequate material for its development.

Like the other books in the *Language for Meaning* series, LET's TALK has been written on the assumption that children have had many vivid, amusing, and exciting experiences about which they are eager to talk and which their friends like to hear or know about. The first and one of the most important problems in teaching language is to set up situations which will lead children to free and natural expression. What is needed therefore in a language textbook for second grade is encouragement and opportunities for oral expression. It is this stimulation that LET's TALK provides, together with a careful and ingenious control of lesson patterns which permit the definite teaching and practice of oral language items appropriate at this level and useful in the pupils' daily living in and out of school.

The illustrations and the text. Large, colorful, and lively illustrations stimulate the pupil to recall his own experiences or to imagine experiences like those depicted, and thus promote spontaneous and natural expression in conversation and storytelling. Furthermore, some of the illustrations supply objective material for use in making descriptions, in giving directions, and in playing certain language games; they suggest occasions for writing letters and set up incentives for good speech and correct expression; they suggest the content of old as well as new stories and arouse an interest in reading them and in giving book reviews.

To determine the types of picture content that best stimulate spontaneous and enthusiastic expression for the majority of children in second grade, hundreds of photographs containing a wide range of incidents and activities were tried out. In preparing the pictures for

LET's TALK, the artists worked directly from those photographs which were found to be most successful in getting enthusiastic response from second grade pupils.

In the same way the authors developed the text to accompany the pictures by determining in the classroom just what type of questions and suggestions would produce the most successful response when used with the pictures. The statements and the questions in the text, together with the illustrations, act as "stimulators" to start the discussion, storytelling, or whatever language activity is being developed, and they direct the type of language activity that is to follow.

Important language activities. LET's TALK provides instruction in all the oral language activities which second grade children have occasion to engage in and which are within their range of comprehension and achievement. (See page 152 of LET's TALK for a classified index of language jobs.) The book introduces in an interesting and simple manner many of the language activities to be developed more fully in the third and succeeding grades. Thus LET's TALK serves as a readiness course for the more formal aspects of language. The oral language activities introduced in LET's TALK may be classified as follows:

1. *Taking part in conversations or discussions*, including informal conversations, using the telephone, and making introductions
2. *Telling stories*, including stories of personal experiences similar to those suggested by the illustrations, stories heard or read, and stories made of imaginary happenings
3. *Giving descriptions, explanations, and directions* which are useful in the everyday life of pupils of this grade
4. *Composing letters*, including news letters to absent pupils, thank-you letters, invitations, and letters of regret or request
5. *Giving simple book reviews* of stories read or heard
6. *Appreciating poems and rhymes* and creating simple rhymes or jingles

Language abilities. To participate successfully in each of the six language activities, a pupil needs to gain control of certain definite abilities. These abilities, or skills, appear in short statements set in heavy type at the end of each lesson. They may be classified in the following groups:

1. Those abilities which the pupil must acquire in order to observe the social amenities or courtesies that constitute consideration for others in carrying on a conversation, discussion, or any other oral language activity. Examples of things to be learned are:

(a) talking in conversation only when no one else is talking, giving everyone a chance to talk, telling things that others are interested in, keeping to the topic

(b) introducing one person to another

(c) knowing what to say in answering a telephone call

(d) realizing what to say in thank-you letters, news letters, invitations, or requests

2. Those abilities which the pupil must acquire to put what he means in language that is clear and exact enough so that others can understand what he says. For example: saying what he means to say; using descriptive words; learning to say things in new ways; telling enough; telling things in the right order; speaking so all can hear.

3. Those abilities which the pupil must acquire to speak correctly. For example: using words correctly; pronouncing words distinctly and correctly.

Topics to talk about. Of course, substance or content — having something to say — is fundamental in learning to speak well. But neither the teacher nor the language textbook needs to provide subject matter for the pupil to talk about. Each pupil already has plenty of ideas to express. These ideas are either (1) those which the pupil has built out of his first-hand experiences, both in and out of school, or (2) those which come from his reading and listening in social studies, science, and other school subjects. LET'S TALK, therefore, does not supply social content, science content, or other subject-matter content which the pupil must read in order to have something to talk about. The book assumes, rather, that its two chief functions are (1) to stimulate the pupil to recall ideas which he has built out of his experiences and to make him eager to express those ideas in language, and (2) to teach the pupil how to express his ideas well. It assumes, further, that boys and girls can be induced to talk more freely and enthusiastically about their first-hand interests and experiences and about the ideas with which they deal in other school subjects, than about the meager scraps of subject matter which a language textbook can at best provide and which are only vaguely understood by most pupils in most schools. Although the pictures represent a specific interest or activity, their purpose is merely to suggest to the pupil other similar interests or activities within his first-hand experience. The aim in all discussions and storytelling is to get a pupil to talk about his own experiences.

Organization of the book. LET'S TALK provides for 120 lessons and furnishes materials for a complete program in oral language. The

items that are taught in this book are organized on the spiral plan. For example, the two items introduced in the first four lessons on "Talking Together" — *Talk so that all the others can hear you. Talk when no one else is talking* — are retaught and practiced again and again at regular intervals. Greatest emphasis has been placed upon *talking together, telling stories, using words correctly, and pronouncing words correctly*.

The lesson unit. Each lesson occupies one page or two facing pages, thus making it convenient to focus attention on the illustrations during the discussion. The pictorial material for each lesson is usually the center of interest and provides the stimulus for ideas about which to talk. The questions in the text are intended to help the pupil get the conversation or discussion started and to suggest things to talk about. The statements and directions introduce the language activity to be carried out and explain procedures to be followed, and, in some lessons, supply the exact words to be used, as for example, the lessons on good speech and the games in correct usage. The instructional statement at the end of the lesson indicates the particular language ability to be stressed or kept in mind during the lesson.

Correct usage and correct speech. The authors of LET's TALK believe that the teaching of correct usage and correct pronunciation of words is a problem in habit formation, that errors have their origin in speech rather than in writing, and that the perpetuation of those errors is promoted chiefly by oral expression. Because of this point of view, the authors have provided twenty-seven lessons on the most common errors in pronunciation and correct usage. These are the errors which research has shown to occur most frequently with children, which the pupils of this grade level can understand, and with which they have serious difficulty.

Simplicity of the vocabulary. The vocabulary and the sentence structure in LET's TALK have been kept very simple. An assumed list of 257 words * which every child entering second grade may be reasonably expected to know was determined in the following manner. An extensive analysis of thirty-nine pre-primers, ten primers, and ten first readers was made by Dr. Paul McKee and Miss M. Lucile Harrison. Words appearing in six or more of the thirty-nine pre-primers, and those appearing 100 or more times in the primers and first readers, were listed. The resulting list contains 245 words and is known as the McKee-Harrison List.

The McKee-Harrison List was checked with the following word lists: (1) words in the first 500 rating of the Thorndike List; (2) words

* See list at the end of this manual.

in the first 500 rating of the Gates List; (3) the 600 words in the Stone List for first grade, which is the vocabulary of reading material that is below easy second grade level; (4) the California list by John A. Hockett, a list of 322 words occurring in ten or more of 33 primers.

Words common to three of the foregoing five vocabulary studies provided 248 of the 257 words which are assumed as a basic vocabulary for LET's TALK. Nine children's names (Ann, Betty, Bill, Bob, Jack, Jane, Mary, Sally, and Tom) which were found common to 6 or more pre-primers, make up the total of 257 in the assumed list.

The 268 new words in LET's TALK are listed in the back of the textbook. The total number of different words is 525. Twenty-seven of the 525 words are names of people or characters in a story, leaving 498 basic words. Of these 498 words, 94% are in the first 1500 of the Gates List; 87% in the first 1500 of the Thorndike List; and 93% in the first 1445 of the Stone List. Only fifteen of the words in LET's TALK (3%) are not found in the first 1500 of at least one of the three lists. All but three of these are instructional words. The fifteen words are: autumn, doesn't, frolicsome, hasn't, introduce, introduced, operator, opposite, politely, pretend, pretending, pronounce, receiver, rhyme, worker.

Not more than four new words appear in any lesson. The day by day procedure should develop the meaning of all those instructional words peculiar to the teaching of language, as for example: *whole story, happened, start, order, sentence, question, answer, rhymes*. (See pages 153-154 in LET's TALK for a page by page list of new words.)

The program in written language. LET's WRITE is a workbook which may be used along with LET's TALK or independently of LET's TALK. It provides for the written language activities to be engaged in by second grade pupils. The lessons follow a sequence that parallels the lessons in LET's TALK, so that certain written activities may logically follow and supplement those lessons in LET's TALK which lend themselves to further practice in written form. Many of the written exercises, however, have no parallel language activity in LET's TALK. For example, the first twenty-four lessons in LET's WRITE are concerned with the most elementary skills needed in writing, such as the correct formation of small and capital letters in writing words and copying sentences, and the use of the period or the question mark at the end of a sentence. These may parallel the oral work of the first thirty-three pages in LET's TALK. Lessons 25-27 in LET's WRITE on *Telling Things in the Right Order* may logically follow when Lesson 25 on page 33 in LET's TALK has been completed.

Suggestions for coordinating certain written exercises in LET's

WRITE with certain lessons in LET's TALK are given at the end of the teaching suggestions for those lessons in LET's TALK. (See the Teachers' Notes in LET's WRITE for a detailed statement of skills presented.)

Part Two

Suggestions for Teaching the Individual Lessons

Detailed suggestions for each lesson follow. These should be read carefully so that the materials may be used as planned by the authors in accordance with the basic philosophy which characterizes the *Language for Meaning* series. Each lesson states the *Purpose of the lesson*, the *Preparation for the lesson* if any is needed, and the *Suggestions for teaching*. In most of the lessons *Preparation for the lesson* is omitted because no preparation is needed for those lessons. Although each lesson can be covered in one language period with most second grade pupils, it is advisable to make whatever time adjustments are necessary to meet the needs and abilities of a particular group.

Whenever situations arise in connection with other school work about which conversations, descriptions, explanations, or storytelling may be developed, they may supplement or replace the subject matter suggested in the illustrations in LET's TALK. In such instances, however, the program of language activities as outlined in the textbook should be followed. In all speaking, whether it be in connection with language or other school subjects, attention should be given to the importance of "saying what you mean and using words that express ideas clearly, exactly, and correctly."

Pupil participation in the language activity. In carrying out the language activities, it will be noted that not all pupils in a large group will manifest the same degree of interest or enthusiasm in all topics. This, at times, may be due to a lack of experience and information about that particular topic or to mere indifference. Since in a large class there isn't always time for each individual pupil to participate in the discussion or storytelling, those pupils who have nothing to contribute may act as critics of the performance of others. See to it, however, that each pupil over a period of several lessons has ample opportunity to practice the skills being developed.

The use of the pictures. The illustrations are intended to stimulate the pupil to recall his own experiences or to imagine experiences like those depicted, and thus promote spontaneous and natural expression in conversation and storytelling. Furthermore, some of the illustra-

tions supply objective material for use in making descriptions, in giving directions, and in playing certain language games; they suggest occasions for writing letters and set up incentives for good speech and correct expression; they suggest the content of old as well as new stories and arouse an interest in reading them and in giving book reports.

The use of the text and the instructional statement. The purpose of the text is twofold. Some of the statements and questions serve as "stimulators" to suggest ideas to think and talk about while others give directions for carrying out the language activity.

The text should be read silently or orally as desired, with the teacher helping individual pupils with unfamiliar words. Since the lesson is one in oral language, only enough time should be spent on the reading and discussion to make sure that pupils understand what they are expected to do. The meanings of new language terms should be clarified by means of concrete example and discussion rather than by definition.

The instructional statement, or statements, at the end of a lesson set forth the language skill, or skills, to be developed. These can be made meaningful to the pupil only by experience and by example. The first time a new skill is introduced, the discussion of the skill should follow the language activity in order to point out concrete examples of correct application of it or of errors made during the language activity. The teacher should quietly correct a pupil in any error made either during or after his talking. At all times she should be careful not to disrupt his thinking or to hamper his spontaneous expression of ideas.

The lessons in conversation, or talking together. Pupils cannot decide merely by looking at a picture and reading the title of the lesson what the nature of the language activity is to be. If, however, in lessons in conversation the pupils start off in an interesting conversation immediately upon looking at the picture, the teacher should not interrupt such spontaneous expression in order to read the text. If a pupil does not observe the standards that have been set up for carrying on a conversation, he should be corrected quietly either during or after his speaking. When the conversation is ended, the degree of success achieved by the pupils in following the standards set up and ways in which they may improve in carrying on a conversation should be discussed.

In order that pupils may learn to use the courtesies involved in good conversation, it is better for the class with the help of the teacher to carry on the conversation without the raising of hands. However,

at first it may be quite necessary to have pupils raise their hands and for the teacher to decide who shall have the next turn to talk. This practice should be done away with as soon as possible because it is formal, makes for stilted and almost report-like talking, is not carried out in real life conversational situations, and takes away the opportunity for pupils to learn one of the courtesies to be established and carried out in any conversation wherever they may be. As soon as possible pupils should be taught to talk freely whenever no one else is talking and if necessary to give some legitimate signal that a chance to talk is desired, for example: raising the hand, rising from one's chair, or interposing, "May I say something?" The timid child may not talk even when an opportunity to talk arises, and may not be willing to use a legitimate signal if the talking does not give him an easy opportunity. Such a child should be noted by the teacher and drawn into the conversation. Later on pupils may be taught to ask one another to talk about their own experiences.

In order to approximate a normal conversational situation, the teacher and the pupils should be seated informally and in such an arrangement that the pupils can see one another. Movable desks or chairs lend themselves to such an arrangement and help to establish a better talking situation than desks in rows. Where the latter are in use, however, the teacher should permit pupils to face each other when talking.

Composing a group letter or composition. The lessons on writing letters should come at a time when there is a real need for writing a letter. Such a letter should be composed by the group, copied by someone in the group who can write well enough to do so, or by the teacher, and sent to the person for whom it is intended. In getting a letter composed, the greeting as dictated by the pupils should be placed on the board. Attention should be called to the use of capital letters and the comma. The pupils should then decide on a good beginning sentence. After that sentence has been written on the board, each of several pupils, one at a time, should be given an opportunity to give other sentences needed for the letter. The pupils should help improve each sentence, if necessary, before it is written on the board. When everything has been written that should be told in the letter, the class should decide on a signature. For other details, see each specific lesson on writing letters. Similar procedure may be followed in composing any group composition.

LESSON ONE. A Dog Show, *Pages vi-1*

Purpose of the lesson. To introduce the book and to get the pupils to talk with each other with ease and spontaneity

Suggestions for teaching. 1. Discuss with the pupils the title of the book and its significance. Turn to the title page and discuss the different items found there. Turn to page ii and note the THINGS TO TALK ABOUT. Help the children read the items on that page and permit pupils to comment on the topics. Allow pupils to browse quickly through the book.* Then return to page 1.

2. The picture of the dog show should be enjoyed, encouraging spontaneous remarks for a minute or two. The pupils should then read silently the text on page 1, the teacher helping individual pupils when necessary, with any strange words on the page. Make sure that the pupils understand the text and the purpose of the lesson. It may be desirable at first to call for volunteers to read the sentences aloud and to discuss briefly the questions and directions. The pupils should be given a little time, if necessary, to think about the questions while looking at the pictures. Encourage pupils to talk freely about their own experiences with pet shows. It is advisable often to encourage children to continue looking at the illustration for suggestions of new ideas as the other pupils talk.

3. Help timid pupils to enter the conversation by making suggestions or asking questions, but do not force such participation. It may take several lessons before a pupil begins to talk.

4. Each pupil should be strongly encouraged to ask for explanation courteously whenever someone says something which he does not understand. It is very important for pupils to develop the attitude of demanding meaning in listening as well as in reading.

5. Following is a sample of conversation which might occur in this lesson:

"We could have a dog show at our house. Mother says the yard is always full of children and dogs."

"I live near you. I could bring my Scottie to a dog show. He has a new harness with his name on it. He might bark if we put him into a cage. He always barks when we leave him shut up in the house."

"We'd have to get a piano box to make a cage big enough for my St. Bernard dog. We could tie him to a tree instead of putting him in a cage. He is very gentle. He wouldn't hurt anyone who came near him."

"I took my dog to a dog show once. He won the first prize for being

* It may be advisable to collect the books after each lesson so that the material on each succeeding page will have a fresh interest for the pupils.

so white and clean. I gave him a bath. Then I had to take a bath because he got me all dirty. He splashes and jumps around when I give him a bath."

6. The conversation may give rise to the suggestion that the pupils have a dog show or a pet show at school. The teacher should use her own judgment about carrying out such a suggestion. It is not necessary for the purposes of this particular lesson, but would certainly allow for a wealth of good language activity.

LESSON TWO. Picnics, *Pages 2-3*

Purpose of the lesson. To continue the free and spontaneous talking, but to make the pupils conscious at the same time that each one is to talk loud enough so that all the other pupils in the group hear him

Talk so that all the others can hear you.

Suggestions for teaching. 1. The procedures suggested for Lesson 1 should be followed in this lesson. A new feature in this lesson is the first appearance of the *instructional statement* in heavy black type below the line at the bottom of page 3. It should be read immediately following the reading of the text above the line. It may be introduced as follows:

Teacher: Who will read the sentence below the line on page 3?

Pupil: I will read it. It says: "Talk so that all the others can hear you."

Teacher: Why do you suppose that is printed in heavy black type below the line?

Pupil: So that we will see it and remember it better as we talk.

Teacher: Yes, things printed in the heavy black type below the line are important and should be remembered. That is why they are separated from the other things printed on the page.

Pupil: May we talk about our picnics now?

Teacher: Yes, let's. Remember what this line said as you talk.

In following out the instructional statement remind pupils quietly, without interrupting their flow of expression, if they need to speak louder. Make sure, however, that the pupil speaks in a natural and not a forced voice.

2. As the pupils carry on the conversation it may be necessary to help certain ones to participate in the conversation by asking a question or making a suggestion to that pupil.

LESSON THREE. Up in an Airplane, Page 4

Purpose of the lesson. To give practice in conversation, keeping in mind that children should talk so that all the others can hear

Talk so that all the others can hear you.

Suggestions for teaching. Follow the procedures suggested for Lessons 1 and 2.

Few children will have had a ride in an airplane, but most children have perhaps been in some tall building, on a high mountain, or in a tall tree. Help them, if necessary, to recall such experiences and to tell how things on the ground appear when seen from up high.

LESSON FOUR. A Parade is Fun, Page 5

Purpose of the lesson. To teach the pupils to talk one at a time and to manage that problem in an informal manner

Talk when no one else is talking.

Suggestions for teaching. If the pupils start off in an interesting conversation immediately upon looking at the picture, do not interrupt such spontaneous expression by stopping them in order to read the text. If the pupils do not carry out the purpose of the language activity, they should be required to stop talking and to read the text. When the conversation is ended, discuss with the pupils their success in following the instructional statement and in what ways they may improve in their ability to carry on a conversation.

Unless small children have been taught in the home that conversation is pleasanter if only one person talks at a time, there is a tendency for them to be quite unconcerned if several talk at once, providing the person whom each one is addressing individually listens to the one who is doing the talking. It sometimes takes a little while to bring about the realization that a conversation is to be enjoyed by all of the group and that when one person talks he should address the whole group with all listening to him. When this idea is established, it will be easy to teach children that a chance to talk may be gained in one of several ways.

If the class is large and if time permits, divide them into small groups for carrying on conversations. One group may listen while another talks and then criticize their performance.

LESSON FIVE. An Egg Story, Pages 6-7*

Purpose of the lesson. To help pupils to tell complete stories instead of parts of stories

Tell the whole story.

Suggestions for teaching. 1. After a brief enjoyment of the pictures, the pupils should read the title and paragraph 1 of the text. They should then carry out the direction in the last sentence of the paragraph. After one child has told the story portrayed in the pictures, others may wish to tell it in a slightly different way. Help pupils to see that the three scenes in the picture make a complete story. The teacher and pupils should then read the instructional statement and discuss good points about each story told, pointing out ways in which each storyteller made, or might make, his story complete. After the pupils have told the story portrayed in the pictures, the last paragraph and the instructional statement should be read.

2. At this point the books should be laid aside and the pupils should tell stories from their own experiences, keeping in mind the instructional statement. The success with which the class meets the standard set up should be discussed at the close of the lesson. Ways of improving in storytelling should be decided upon.

3. If some individual stories are particularly interesting, it may be desirable to take them down, reproduce them on a chart or on the blackboard, and use them as examples of interesting individual stories in succeeding lessons. The pupil who told the story may wish to illustrate his story appropriately.

LESSON SIX. A Story about a Pet, Pages 8-9

Purpose of the lesson. To give further practice in telling complete stories

Tell the whole story.

Suggestions for teaching. 1. After a brief enjoyment of the pictures, the pupils should read the title and the text. Note that the text suggests that the pupils tell stories from their own experiences. Those pupils who are timid and those who can't recall such an ex-

* It may be advisable to use two days for this lesson, telling stories about the picture the first day and from their own experiences the second day.

perience quickly should be encouraged to tell the story suggested by the pictures. Others should use their own experiences.

2. Follow the suggestions given for Lesson 5 in developing the story and in observing the instructional statement.

LESSON SEVEN. *Funny Stories, Pages 10-11*

Purpose of the lesson. To help pupils to keep incidents in the right order in telling stories from their own experience

Tell what happened first. Tell things in the order in which they happened.

Suggestions for teaching. 1. Notice that each page presents a complete story. Give pupils an opportunity to read and enjoy each pictured story in the same way in which they read and enjoy comic strips.

2. Ask the pupils to read silently the title and the text on pages 10 and 11 to find out what to do. It is well to suggest that pupils take a little time to think out a story before telling it. Do not allow such routine to interfere, however, with spontaneous expression since many pupils are unable to keep the different incidents in mind.

3. Give opportunities for stories to be told from experience or from the pictures. If in telling a story, a pupil tells things in the wrong order, call attention to the instructional statements. This can best be clarified by example as a pupil tells his story. If a pupil does not tell the events in the order in which they happened, follow with such questions as: *What happened first? What next? What after that?* until the last event has been told. Point out why it is confusing to the listener if events are not told in the order in which they happened.

4. After the stories have been told, take time to discuss with the group the stories which were most enjoyed. Discuss the success with which the standards were met in this lesson and how the stories could be made better. Help pupils to see why it is important to tell things in the order in which they happen. Call attention to the numbers of the pictures which show the order in which things happened.

LESSON EIGHT. *A Party, Page 12*

Purpose of the lesson. To review what has been taught about talking when no one else is talking and taking turns in talking

Take your turn. Do not talk when others are talking.

Suggestions for teaching. 1. It will be necessary to review with the pupils the reasons for not talking when someone else is talking

and to suggest ways in which one may legitimately ask for a turn to talk. For example:

Tom: May I tell what happened in a peanut race I ran?

Mary: May I tell about something funny that happened at my party?

Some pupils may be able to help others to have a turn instead of leaving that responsibility entirely to the teacher. This can be taught by asking the pupils to think of a person in the group who he knows has something to tell that the others would like to hear. The pupils may be taught to think of saying such things as:

"We played a game like that at Billy's house. Won't you tell about it, Billy?"

"How did you think of all those good games for your party, Sam?"

"Tell what happened to Bill, Jean, while we were playing the game, 'Sing for Your Supper.'"

Do not forget that it is important to achieve the standard given in the instructional statement. At the close of the period of talking together, discuss the degree of success which the class had in attaining it. It is only by such procedure that conscious progress can be made in the way in which pupils talk together.

LESSON NINE. *Playing in the House, Page 13*

Purpose of the lesson. To help pupils decide which things will be of interest to other pupils

Tell things that others will like to know about.

Suggestions for teaching. Have the pupils read the text that goes with the first picture. The question may be asked, "When is it necessary to play in the house?" The pupils may wish to comment briefly on the question, *Do you think the doll will get well?* Follow with the reading of the rest of the text including the instructional statement. The teacher's comments and ejaculations or the remarks from other pupils will help pupils to recognize the types of incidents that are interesting to others. Discuss with the pupils the types of topics that others will like to know about. For example:

1. A play we gave
2. When we pulled taffy
3. How our dog learned to sit up in three lessons
4. When the water pipe broke

At the close of the lesson, the degree of success with which the standard has been met may be discussed informally.

LESSON TEN. Fun at the Park, Pages 14-15

Purpose of the lesson. To review all that has been taught up to this point about talking together

1. Talk so that all the others can hear you.
2. Talk when no one else is talking.
3. Take your turn. Do not talk when others are talking.
4. Tell things that others will like to know about. *- pictures*

Preparation for the lesson. Many teachers may wish to supplement the pictures in the text with others related to the same topic. For this lesson it may be desirable to display pictures of different parks and playgrounds. These may be found on travel posters or advertising materials. Post them on the bulletin board or on large poster paper.

Suggestions for teaching. 1. Have the pupils read the text that goes with each picture and let them comment briefly on the questions. Then read the instructional statement. Review with the children the different standards they have been asked to observe in their conversations. These may be written on the board as the pupils dictate them.

2. Display any other pictures about parks and encourage the pupils to talk about their own experiences. Help timid pupils to enter the conversation by asking them questions. At the close of the period, discuss with the pupils some of the ways in which their talking together could be improved.

LESSON ELEVEN. We Fall Down, Pages 16-17

Purpose of the lesson. To reteach the items presented in earlier lessons about telling stories — *Tell the whole story* and *Tell things in the order in which they happened* — and to give pupils practice in telling stories that are based on a larger number of incidents

Tell things in the order in which they happened.

Suggestions for teaching. 1. After reading the text on page 16, discuss with the pupils the question, *What is happening in each picture?* Then have them read the text on page 17 and the instructional statement. Ask the pupils if they think the pictures show the order in which things happened to Ted and Ann? Ask what shows the order.

2. In telling a story, a pupil is likely to tell the last thing first because it is the most exciting thing that happened. If a pupil in telling

his story tells things in the wrong order, help him to see, after he has finished the story, what should be told first, what next, and so on, telling the final happening last. Point out that it is confusing to the listener if things are not told in the order in which they happened. Three- or four-sentence stories should be accepted. The following story is an example of the type that may be told by one of the characters in the pictures:

"One day Ted and I went walking on our stilts. Mac and Ginger, our dogs, followed us. Mac ran between my stilts and Ginger ran between Ted's stilts. Down we went with the dogs on top of us. What a mix up we were in! It took a long time to get straightened out."

LESSON TWELVE. A Boat Ride, *Pages 18-19*

Purpose of the lesson. To reteach the items that have been taught about telling stories and to give pupils a story with an element of mystery in it

Tell the whole story. Tell things in the order in which they happened.

Suggestions for teaching. 1. The story portrayed in the pictures shows the incidents in the order in which they actually happened. The story may however be told from two points of view: (a) from the point of view of Sally or Ben as they discover the mystery and wonder how the doll got on the boat. This places the mystery or surprise element of the story (picture number 3) last; (b) it may also be told from the point of view of the one who looks at the pictures and who knows what happened during the time Sally and Ben were away. Accept either type of story as satisfactory, if told in the right order.

2. Read the text on page 18 discussing briefly the questions. Bring out the fact that neither Sally nor Ben knew that little brother had come into the bathroom while they were out. The pupils may be asked to make suggestions as to where Sally and Ben were while little brother played in the bathroom. Emphasize the element of mystery and note that the text asks what Sally and Ben told their mother. The following is an example of how the story might be told by Sally to Mother:

- (a) "I saw Ben sailing his boat in the bathtub. I went in to watch him. Then we both ran out to play. After a while we went back to play with the boat. There was my doll on the boat! I had left her on the edge of the tub, but how do you suppose she got on the boat, Mother?"

"I think I know," said Mother. "I saw Billy playing there while you were out."

The following story as told by one of the pupils looking at the pictures should also be accepted as satisfactory:

- (b) "One day Ben was sailing his boat in the bathtub. Sally went in to watch him. 'Come out and play,' she said to Ben. While they were out playing, little Billy went into the bathroom. He saw Sally's doll on the bathtub. He put her on the boat. Then Ben and Sally came back. They wondered how the doll got on the boat. Billy had put it there."

LESSON THIRTEEN. *A Funny Ride, Pages 20-21*

Purpose of the lesson. To give opportunity to practice telling stories, to tell things in the order in which they happened, and to tell the whole story

Tell the whole story. Tell things in the order in which they happened.

Suggestions for teaching. Have the pupils read the text on page 20 and discuss briefly the questions. Then read the text and instructional statement on page 21. Whenever possible encourage the pupils to tell stories of their own or of the experiences of others. Children who cannot think of such stories may tell the story represented by the pictures. The picture-story may also be used to demonstrate what is meant by telling things in the order in which they happen.

At the close of the period, discuss some of the ways in which the storytelling may be improved.

LESSON FOURTEEN. *A Fast Race, Page 22*

Purpose of the lesson. To review and practice what has been taught about talking together

Tell things that others will like to know about.

Suggestions for teaching. If children start off in enthusiastic conversation immediately upon viewing the picture, do not interrupt to read the text. All that is necessary is to make sure that they are carrying out the intention of the lesson. Make suggestions for improvement in the skill reviewed in this lesson.

At the close of the period, discuss the degree of success achieved in telling things others enjoyed hearing.

LESSON FIFTEEN. Another Race, Page 23

Purpose of the lesson. To review and practice on the skills presented thus far about talking together

Take your turn. Do not talk too long at a time.

Suggestions for teaching. If children have not had experiences with sailing boats, they may wish to talk about other types of races they engaged in during the summer. For example: sack race, relay race, pom, pom, pull away.

Follow the same procedures as in other lessons in conversation.

LESSON SIXTEEN. Fun with Leaves, Page 24

Purpose of the lesson. To review and give practice on the skills presented thus far about talking together

Speak so that all the others can hear you.

Suggestions for teaching. In regions where children have little opportunity to experience the activities and fun with autumn leaves, substitute any other play interest peculiar to that group of children, if desired. Quite often, however, pupils may wish to talk about play interests of children whom they have heard or read about. If the group shows a desire to converse about the topic, by all means let them do so. Proceed as in other lessons on conversation.

LESSON SEVENTEEN. What Toy Am I?, Page 25

Purpose of the lesson. To teach pupils to make accurate and clear descriptions with emphasis on the choice of essential details that help distinguish one article from another in a similar class

Think what you need to say. Then say just what you mean.

Preparation for the lesson. In order to have a larger variety of things to describe, have the pupils bring some of their toys to class, or borrow some from the kindergarten. The number of articles in the illustration is necessarily limited because of space.

Suggestions for teaching. 1. One of the major purposes of the language work in the *Language for Meaning* series is to make children conscious of the need for expressing meaning clearly and accurately and to help them acquire skill in clear and accurate expression. The

making of simple descriptive riddles like those that children often make in playing by themselves, is excellent practice for developing this skill. It is also one of the best means of developing a feeling of the need for clearness and accuracy of expression. The riddle which is given in the text serves to arouse interest in carrying out this valuable type of oral composition.

2. Have the pupils read the text silently, helping with any strange words, such as *pretend* and *mean*. When the riddle is guessed, as it will be rather easily, it should be discussed. (Note that it is given in the first person.) Make clear the fact that nothing was said which did not concern the object being described, that each statement was important to the description, and that each idea was exactly and clearly expressed. The description would have been of no value if it had read:

I am something that you can see. Some people like me.
I can do many things. I look like something that some of
you have at home.

The riddle above is an extreme example of indefiniteness and vagueness. This lesson seeks to help children avoid such indefiniteness and vagueness.

While most adult riddles are intended to mystify, so that the correct answer is a puzzle, the purpose of these riddles is very different. Because children enjoy telling something and arriving quickly at the successful answer, and because the making of the clear and accurate picture in the riddle is the important element in the learning desired, we do not need to be concerned about the fact that this is not a true riddle in the full sense of the word.

Before the pupils in the class carry out the direction to tell their own riddles, the instructional statements — Think what you need to say. Then say just what you mean. — should be made clear and important to them.

Riddles told by individuals may be criticized tactfully by the class to aid in reaching the goals set up in terms of the instructional statements.

3. Pupils may go from telling riddles about objects in the pictures to telling them about objects in their own classroom. It will be well to limit the objects to those that are within sight. Then if clearness and accuracy and a choice of important descriptive items is not well carried out, it will be easier to see what suggestions may be made to improve the riddle.

4. If there is some difficulty in arriving at the goals desired, the class might compose several group riddles which should be written

on the blackboard. (See page 8 on *Composing a group letter or composition*.) This will give an opportunity to aid the pupils in making the best choice of descriptive items and in using the most suitable words and sentences. Riddles composed by the group are, of course, very pointless unless someone guesses them. Therefore, any so written should be sent to another group of children for guessing.

LESSON EIGHTEEN. Which Pet Am I?, Page 26

Purpose of the lesson. To give more practice in making accurate and clear descriptions with emphasis on using essential descriptive items

Think what you need to say. Then say just what you mean.

Suggestions for teaching. This lesson provides more practice like that in Lesson 17. The standards to be met should again be clearly understood by the pupils. Better results should be expected from them.

The following steps should be followed: (1) reading and guessing the riddle in the book; (2) discussing why this is a good riddle; (3) attempting original riddles by individual members of the class; (4) deciding how to improve them; (5) if necessary, composing group riddles to illustrate how the standards may be met; (6) discussing ways in which the goals can be achieved in the making of more individual riddles.

LESSON NINETEEN. Who Is It?, Page 27

Purpose of the lesson. To practice making descriptions with attention to the standards already set up

Think what you need to say. Then say just what you mean.

Suggestions for teaching. The same procedure should be followed as in the preceding lessons. Pupils may choose to describe children in their own class rather than those in the picture. The rhyming element brings in an added item of interest and fun, and helps to make the riddle a little more definite than descriptions of children might otherwise be. Of course, rhyming words may not be thought of very quickly for some names. When they cannot be supplied quickly, the pupil should omit the rhyme from his riddle. If necessary, explain what is meant by rhyming words by giving further examples. Such

pairs of rhymes as the following may be suggested: Ned — fed; Ben — ten; Jim — him; Sue — new; Sally — tally; Ann — can; Jean — bean; Joan — bone; Jack — tack; etc.

LESSON TWENTY. Going Fishing, *Page 28*

Purpose of the lesson. To review and practice the four standards set up thus far about talking together

1. Talk when no one else is talking.
2. Speak so that all the others can hear you.

Suggestions for teaching. 1. After the pupils have briefly discussed the illustration, have them read the text silently, helping with any strange words. Then discuss briefly the two goals set up for review. If the pupils have not had the experience of fishing, most of them have perhaps heard some tall fish stories. Encourage them to tell about such stories.

2. Give especial attention to the participation of all members of the class by making suggestions or asking questions that will bring pupils into the conversation. The more talkative members of the class should be guided in helping other pupils to participate by calling attention to things which they know that other pupils have experienced. (See Lesson 8 for such helps on page 14 of this manual.)

LESSON TWENTY-ONE AND LESSON TWENTY-TWO

Making Animal Friends, *Page 29*

What Jim and Betty Made, *Page 30*

Purpose of the lessons. To review and give practice in the standards set up about talking together

1. Tell things that others will like to know about.
2. Take your turn. Do not talk too long at a time.

Suggestions for teaching. Continue to give particular attention to pupils who are reluctant about participating in the conversation. Find out whether it is because of timidity or lack of experience and language facility in expressing their ideas. At no time during the period of criticism should pupils become too personal in their re-

marks. Encourage favorable comments whenever anyone makes improvement or a special contribution. At the close of Lesson 22, discuss the improvement that has been made in observing the standards already set up, and also in which ways further improvement may be made.

Note that the pupils are to bring to school for Lesson 23, things which they have made at home for the purpose of telling how they were made.

LESSON TWENTY-THREE How Did You Make It?, Page 31

Purpose of the lesson. To give pupils practice in giving informal reports of the explanatory type with attention to telling things in the order in which they need to be done

When you tell how to make something, tell things in the order in which you do them.

Suggestions for teaching. 1. Have the pupils display the articles which they have brought from home. Each one should use his article in giving his explanation, demonstrating how different parts were made.

2. In making explanations or in giving directions, it is essential that pupils use words which describe clearly and accurately the thing which is being explained. In addition it is necessary to tell things in the order in which they are done, or rather need to be done. The new emphasis in the lessons in this group is therefore on telling things in the right order, or in the order in which you do them. Continue to give attention, however, to "Saying what you mean and using words that express the idea clearly and exactly."

3. Have the pupils read the text and briefly discuss the instructional statement. Pupils may not understand fully what it means until someone has given an explanation which has been faulty as to sequence. Point out the sequence in which things need to be done by asking such questions as: "What did you do first, John? What next?" and so on. Then, "Why did you do them in that order? Could you have made the article by doing the things in a different order?" The need for *telling things in the order in which they should be done* will be made much clearer if demonstrated with a concrete example. As the explanations are given, it should be made clear to the pupils that if items of explanation are not in the proper order, the listener will be confused and will be unable to do the thing with any degree of suc-

cess. For example, it is much easier to follow explanation (a) below than explanation (b). Yet compositions such as (b) are often accepted as satisfactory reports from young children.

(a) I made this four-poster bed. First, I scraped all of the paper off the box. Then I glued a spool under each corner. The spools are the legs of the bed. Clothespins were very easily glued on the top of the box for posts. When the glue was dry, I painted the whole bed blue. After I finished making bedclothes, I put my tiniest doll to bed.

(b) After I finished the bed, I made the bedclothes. I could not paint it until the glue was dry on the legs and posts. I used spools and clothespins to make the bed. It was hard work getting all of the paper off first. Mother and I hunted in three stores for the box.

If pupils are not given help in improving their reports, little progress is made. An example or two given by the teacher will serve to make clear to the pupils the need for correct order of certain items in the report, particularly if a concrete demonstration accompanies the explanation. It may be necessary at times to have the group compose a joint report, writing the sentences on the board. In such group reports pupils can more easily be made to see the reason for a certain order of some of the items in the report. Whenever such a group report has been made, it should be read to someone not in the class, perhaps to another class, or to the principal, or to some pupil who was absent on that day.

LESSON TWENTY-FOUR AND LESSON TWENTY-FIVE

How to Make a Play House, *Page 32*

How Did You Run It?, *Page 33*

Purpose of the lessons. To give practice in giving reports of the explanatory type

When you tell how to make something, tell things in the order in which you do them.

Suggestions for teaching. Follow the procedures suggested for Lesson 23. Clarify any misunderstandings in arriving at the correct order in giving items in an explanation.

At the close of the period, evaluate the degree of progress that has been made in telling things in the right order and in saying what you mean.

Written Exercise. Pages 40-43, Lessons 25, 26, and 27 in LET's WRITE may be used immediately or soon after these lessons on telling things in the right order.

LESSON TWENTY-SIX

Words That Tell What You See, Page 34

Purpose of the lesson. To give pupils practice in using descriptive words and to make the pupils conscious of using words that express the idea clearly and exactly

Use words that say what you mean.

Suggestions for teaching. 1. As we listen to descriptive adjectives that children use in their talking, we find that *nice*, *bad*, *good*, *pretty*, *funny*, and a few others are over-used, and that they are used indefinitely and incorrectly. For example: *nice*, when used by children to describe a dog may mean "well behaved," "well groomed," "kind," "pedigreed," or any one of a number of things. Other words are as carelessly used as *nice*. This lesson seeks to help children to discover words which will more accurately and more definitely express their meaning.

2. The class procedure may become a kind of game to find out how many different words might be used to describe each dog and each car in the pictures. As the pupils give an appropriate word, write it on the blackboard, placing it in one of four separate lists for the four pictures on the page. The following are typical words that might be used to describe:

1. The black dog: mangy, hungry, thin, sad-looking, tired, dirty
2. The brown dog: happy, lively, healthy, smooth-haired, well cared for
3. The red car: new, shiny, streamlined, beautiful, easy riding
4. The broken-down car: battered, old, broken down, ugly, rattle-trap

As each pupil thinks of a new word, its meaning and suitability should be discussed. The word may describe a certain part of the dog or the car rather than the whole object.

When a list of words for a picture has been made, the most and the least appropriate, definite, and accurate words might be pointed out.

In this way the significance of the instructional statement appearing below the line will begin to be clarified for the pupils.

3. This lesson may be used again and again but with other pictures of contrasting objects. It should be carried out in the spirit of a game in order to build up and make permanent an extended and more exact vocabulary of descriptive adjectives. When small groups of pupils have some spare minutes before or after lessons, they might profitably work again with such materials without the aid of the teacher.

LESSON TWENTY-SEVEN

Will the Little Dog Find His Bone?, Page 35

Purpose of the lesson. To give pupils opportunity in doing the following three things successfully in storytelling: (1) tell all parts of a story; (2) tell the parts in the order in which they happened; and (3) create a satisfactory ending for the story so that the whole is satisfying to the listeners

Tell the whole story. Tell things in the order in which they happened.

Suggestions for teaching. Follow these steps: (1) Give the pupils an opportunity to enjoy the pictures as they would a comic strip in the newspaper; (2) have them read the title and the text, discussing the questions if necessary and teaching the meaning of the word *finished*; (3) have them read the instructional statement to determine what is to be the goal or standard set; (4) give various pupils opportunities to tell a story which will go with the pictures and to add to it an ending which will be satisfying to the listeners; (5) after several pupils have told a story to go with the pictures, discuss which one had the most interesting and appropriate ending; (6) give pupils an opportunity to tell an original story of some experience of which the pictures remind them; (7) decide who told the most interesting story from the pictures or from his experience; and (8) discuss the degree of success the pupils achieved in carrying out the instructional statements as well as the ways in which they might improve the stories told.

LESSON TWENTY-EIGHT. Who Did It?, Pages 36-37

Purpose of the lesson. Same as for Lesson 27.

Suggestions for teaching. The story portrayed in the pictures may be told from two points of view: (1) from the point of view of one of the girls in the picture or (2) from the point of view of the one who

views the pictures and who knows what happened to the signpost. For the girls there is an element of mystery.

The pictures portray the principal events that happened. The following is a sample of a rather complete story as told by one of the girls:

When Mary and I moved into our new playhouse, I put up a sign outside the door. It said *Keep Out*. Then we dressed up in Mother's clothes and took our dolls for a walk. When we came home our sign was down. We wondered who had pulled it down. Then I saw Fluff running around the corner. I think she must have done it.

A shorter story told in the third person might be:

Jane put up a sign in front of the door of her playhouse. Then she and Mary took their dolls for a walk. When they came back the sign was down. A cat had tried to climb up the stick.

The story might also be told by giving the events in the order in which they actually happened. The last few sentences might be:

While Jane and Mary were away, a cat knocked over the signpost. When the girls came back they were surprised to see it down. They wondered who had done it. Then Jane saw the cat running away. She decided the cat had knocked it down.

Written exercise. Pages 46-47, Lessons 30 and 31 in LET's WRITE may be used after this lesson.

LESSON TWENTY-NINE. Jack-o'-lantern Time, *Page 38*

LESSON THIRTY. Halloween Games, *Page 39*

Purpose of the lessons. To review the standards already set up for a good conversation and to give practice in achieving the skills more successfully

1. Speak so that all the others can hear you.
2. Talk when no one else is talking.
3. Do not talk too long at a time.
4. Tell things that the others will like to know about.

Suggestions for teaching. 1. These two lessons in conversation are about seasonal material and therefore may be used at the time of Halloween or omitted entirely. If the latter is done, try to find other situations about which the pupils may talk, supplying such pictures as are needed. Since these are review lessons, the shifting of lessons should cause no learning difficulties. Follow the general procedures

as for other lessons in conversation. However, the achievement of the standards set up should be at a higher level. Continue to show pupils ways in which they may help each other to participate in the conversation, and discourage those pupils who try to monopolize the speaking time. (See page 14 in this manual for suggestion of ways.) Help the pupils to create an atmosphere of friendliness and cooperation.

2. Since in these conversation lessons the stimulating questions within the text are concerned with costumes and Halloween experiences, occasion may arise for making descriptions and explanations and for the telling of stories from experiences that will constitute parts of the whole conversation. When such types of composition come naturally into the situation, pupils should observe the standards already taught. (See Lesson 23, pages 22-23 in this manual.) If necessary review those standards, making suggestions to the pupils for achieving them.

LESSON THIRTY-ONE. *High as the Sky, Pages 40-41*

Purpose of the lesson. To get pupils to make and use original descriptive comparisons

Learn to say things in new ways.

Preparation for the lesson. It is highly desirable to supplement the illustration in the textbook with other significant pictures to give opportunity for developing more varied expressions such as the following:

- (deep) — deep as the earth
- (soft) — soft as kitty fur
- (hard) — hard as jumping over the moon
- (slow) — slow as trees grow
- (bright) — bright as our new car
- (smooth) — smooth as my velvet dress
- (dark) — dark as my room at night

Suggestions for teaching. 1. When children are left to themselves and are not hampered by traditional expressions, they use very refreshing and original ways of saying things. For example, a first grade child once said: "Snow is little soft pieces of white cold."

A four-year-old who called himself Bo-Bo said upon hearing a story by the same title —

"That listens like me."

A child talking about the quietness of a situation said —

“Quiet as the sunshine comes out.”

For other children's expressions read: Lewis, Claudia. “Deep as a Giant — An experiment in children's language,” *Childhood Education*, XLV (March, 1938), pp. 314-315. Miss Lewis's article is well worth reading for help and inspiration in other things to do following the lesson.

This lesson aims to encourage such original expressions.

2. The suggestions in the text are examples for the pupils to follow, first with the term *high* and then with the term *fast*. Encourage pupils to think of comparative descriptive phrases that describe things they see, hear, feel, taste, or smell. It is hoped that through such practice pupils will discover that it is fun to “say things in new ways,” as the instructional statement suggests.

3. Other words that might be suggested for use in comparison are: *sweet, long, round, wide, warm, pretty, quick, cold, small, woolly, quiet, sour, happy, good*.

LESSON THIRTY-TWO. I Saw, Page 42

Purpose of the lesson. To establish the correct use of *I saw*
Say I saw. Do not say I seen or I have saw.

Suggestions for teaching. 1. As the pupils look at the picture make certain that each one knows the names of the fruits and vegetables shown in the store. If necessary, the names can be brought out through discussion, explanation, and description. Ask pupils to name fruits and vegetables in local markets that are not shown in this picture.

2. After reading the text, discuss the meaning of the words *question* and *answer*. The pupils should then close their books to play the game suggested, keeping in mind the instructional statement. If they cannot think quickly of items to name, they may open their books or they may name any other fruit or vegetable that may be seen in a market.

This game should be played so that rapid practice is gained by *all pupils* in the correct use of *saw* with the pronoun *I*. Correct in kindly fashion the pupil who uses *I seen* or *I have saw*, and at the same time keep a record of the pupils who make errors in using *I saw* in this game and also in other school activities. Such a record should be kept for the teacher's use only.

3. Variations of this game may be worked out with pictures of other articles such as toys, books, clothing, etc. Be certain that those pupils who make consistent errors are given many opportunities to correct their errors through repetitions of this game or other similar ones. Small groups may be organized to play the game at frequent intervals.

LESSON THIRTY-THREE. I Went to the Store, *Page 43*

Purpose of the lesson. To give further practice in using *I saw*
Say I saw. Do not say I seen or I have saw.

Suggestions for teaching. 1. Follow the same procedures as suggested for Lesson 32.

2. Another game might be played with a peep-show. In the peep-show, which is made in a large shoe-box, may be placed a great variety of easily named objects. The peep-show may be passed from one to another about the room while each one quickly says, "I saw," being careful to keep from mentioning anything that another has already mentioned.

Flash games may also be used, showing objects very rapidly as children in turn say, "I saw"

Written exercise. Pages 48-49, Lessons 32 and 33 in LET'S WRITE may be used immediately following this lesson or soon after.

LESSON THIRTY-FOUR. Two Poems, *Pages 44-45*

Purpose of the lesson. To appreciate rhythm and rhyme and descriptive words in poetry

1. Listen for the words that rhyme.
2. Listen for words that tell about noise.

Preparation for the lesson. It will be helpful to have several simple poems on hand to read to the class after the poems in this lesson and the next have been read or discussed.

Suggestions for teaching. 1. Have pupils read silently the introductory paragraph and discuss briefly what is meant by words that rhyme. Call attention to the fact that the sounds at the ends of words are the same, as: *bat — mat; May — day; door — more; two — Sue.* Note also that the groups of letters that sound alike are not necessarily the same, as for example in *door — more* and *two — Sue.*

2. Read the poem *Noses* to the pupils as they listen for the words that rhyme at the ends of the lines. Ask for volunteers to read the poem to the class. Note the swing, or rhythm, of the lines but do not over-emphasize it.

3. Read the instructional statement at the bottom of page 45, and ask pupils to listen for picture-making, or descriptive words, such as *gray velvet, cheese breakfast*.

4. Discuss the questions in the last paragraph.

5. If time permits, read other poems to the class to illustrate the points emphasized in this lesson.

LESSON THIRTY-FIVE. More Poems, *Pages 46-47*

Purpose of the lesson. To make pupils conscious of the rhythm and rhyme in poetry and of the descriptive and picture-making words and phrases, noting particularly the descriptive words used to describe the different noises made by the goblin

1. Listen for words that rhyme.

2. Listen for words that tell about noise.

Suggestions for teaching. 1. The pupils should read silently the introductory statements on page 46.

2. The pupils listen for the rhythm and the words that rhyme as the first poem is read to them. (Do not over-emphasize the rhythm.) After the rhyming words have been discussed, pupils may volunteer to read the poem to the class or the entire group may wish to read it in unison, or in chorus.* If desirable, some choral reading of the poems in the book may follow in which the pupils read as a choir sings with a leader to direct them. In choral reading the down-beat of the leader's baton should come on the words or syllables in the words which are accented as, for example, in the following poem:

*Cantaloupe*¹
Cantaloupe for breakfast
Honey and a bun!
Get your shoes and stockings on

* For help in choral speaking, see the list of books at the end of this manual.

¹ Reprinted from *St. Nicholas*.

And run, run, run!
 You're slow as half a dozen snails.
 The folks have all begun!
 There's cantaloupe for breakfast,
 Honey and a bun!

LEROY F. JACKSON

3. As the poem, *The Goblin*, is read the pupils should first listen for words that rhyme. For example: *bumps*, *thumps*, *stumps*, *jumps*.

After the reading discuss the rhyming words. Then read the instructional statement. Reread the poem to the pupils as they listen for words that tell about noise: *bumps*, *thumps*, *stumps*, *knocks*, *rattles*.

This poem may also be read in chorus by the pupils. Follow the same procedure as for the poem on page 46.

The Goblin ¹

A goblin lives in our house,
 In our house, in our house,
 A goblin lives in our house,
 All the year round.
 He bumps
 And he jumps
 And he thumps
 And he stumps.
 He knocks
 And he rocks
 And he rattles at the locks.
 A goblin lives in our house,
 In our house, in our house,
 A goblin lives in our house,
 All the year round.

ROSE FYLEMAN

4. If pupils enjoy choral speaking, they should be given opportunities to do so with poems that are particularly suited for such reading.

¹ From *Sugar and Spice*, published by Whitman Publishing Company.

LESSON THIRTY-SIX. What Do We Do?, Page 48

Purpose of the lesson. To give practice in using action words (verbs) that tell clearly and accurately what is meant

Use words that say just what you mean.

Preparation for the lesson. The teacher may wish to collect other pictures that show people engaged in various activities similar to those portrayed in the pictures on this page. These may be used for additional practice.

Suggestions for teaching. 1. As the pupils read the first paragraph silently, help them with any strange words. Do not try to define *sentence*. Use the term frequently in referring to pupils' statements or questions. Discuss briefly what they are to do. Note that they are to supply a word to make a sentence to go with each picture. Then read the instructional statement at the end of the lesson. Each word (verb) used in making a sentence should be descriptive of the action shown in the picture. If several verbs are suggested for a sentence, a discussion should bring out which is the more appropriate. For example, a pupil may say: (a) I *hoe* my garden; I *weed* my garden; I *work* my garden; (b) I *iron* my dress; I *press* my dress; (c) I *ride* on my horse; I *gallop* on my horse; etc. The meaning of the word used should be made clear and the class should decide if a pupil has used a word that may reasonably tell what the boy or the girl in the picture is doing.

2. Practice composing similar sentences about pictures showing other actions.

LESSON THIRTY-SEVEN. How and Where, Page 49

Purpose of the lesson. To give practice in using adverbs that tell just what is meant

Use words that say just what you mean.

Suggestions for teaching. 1. As the pupils read the first paragraph silently, help them with any strange words. Note that the pictures on this page show the action but do not show *how* the act is being done. Read the instructional statement and develop the first pair of sentences with the group. For example: (a) I swing *high* (*hard, fast, or swiftly*); I swing *under the tree* (*in the yard or at school*); (b) I throw *straight* (*accurately, well, hard, or fast*); I throw *at the target*.

2. For additional practice the sentences used in connection with the illustrations on page 48 may be expanded, adding adverbial phrases

that tell how and where. For example: I milk the cow *in the barn*; I milk the cow *well*, *quickly*, or *dry*.

LESSON THIRTY-EIGHT. *Autumn, Page 50*

Purpose of the lesson. To review and give practice on the four skills that have been taught about talking together, but to strive specifically to tell things that are of interest to other pupils in the group

Tell things that others like to know about.

Suggestions for teaching. 1. Note that the scene is late autumn. There are both evergreen and deciduous trees. The children are wearing autumn clothes. If this scene does not conform with local scenes in autumn, pupils might discuss the contrasts between local phenomena and those pictured.

2. As the pupils read the text silently, help them with any strange words (*autumn* — *summer*). Call specific attention to the instructional statement and its meaning. People enjoy hearing about any unusual or different experiences of others. These should be emphasized as being of particular interest to other members of the group.

3. At the close of the period, discuss the degree of success the pupils have achieved in telling things of interest.

LESSON THIRTY-NINE. *Thanksgiving for the Birds, Page 51*

Purpose of the lesson. To review all that has been taught concerning talking together

1. Talk so that all the others can hear you.
2. Talk when no one else is talking.
3. Take your turn. Do not talk too long at a time.

Suggestions for teaching. This lesson may be shifted to fit the date of Thanksgiving or, if desired, the conversation may be about feeding birds in winter and the making of feeding stations, rather than on the idea of thanksgiving for the birds.

At the close of the period, discuss the degree of success that pupils have achieved in meeting the standards set up thus far.

LESSON FORTY. Going to the City, Pages 52-53

Purpose of the lesson. To establish the correct pronunciation of the word *going* by not omitting the final *g*

Say going. Do not say goin'.

Suggestions for teaching. It is a well-known fact that little children must be taught the correct pronunciation of certain words. Young pupils should not be taught general rules for pronunciation nor can they be expected to apply them when the opportunity arises in ordinary everyday speech. Therefore, the word *going*, one of the most commonly and frequently mispronounced words, has been isolated for specific practice in this lesson.

1. Page 52 should be read silently or orally. Discuss the ideas presented and also the instructional statement. Since there are a number of opportunities to say the word *going* correctly in reading page 52, the material there may be used as an oral reading test to determine which pupils need help in the pronunciation of this word. This does not mean that every pupil in the class should read the page orally. It should be used as a test page for only those pupils about whom the teacher is in doubt as to their pronunciation of the word.

2. The game described on page 53 should be played by all of the pupils, but those who need particular help should have a majority of the opportunities to participate in the game.

Note that the child who does not pronounce *going* correctly in the game cannot become the next ticket man. He should, however, be shown his specific error and should be allowed to try to correct it as soon as he has another turn. Do not eliminate from the game those pupils who make errors, for they are the ones who need the most practice.

LESSON FORTY-ONE. A Trip to the Farm, Pages 54-55

Purpose of the lesson. To provide an opportunity to do the type of thinking involved in the keeping of records and in portraying the ideas pictorially rather than in writing

Make picture records of your trips.

Suggestions for teaching. 1. It is possible for pupils to do the following thinking jobs involved in making a record:

- a. Deciding whether an experience is important enough to be recorded
- b. Selecting the events within an experience which should be recorded

- c. Determining the order of events
- d. Expressing the results pictorially in an art medium which pupils at this grade level can use successfully
- e. Eliminating unimportant details

2. Have the pupils read the text and the instructional statement. Discuss the meaning of the word *record* and the various ways records may be made — in writing, pictures, phonograph recordings, monuments, etc.

In making a picture record of a trip or an excursion, such as has been done in the text, the above activities should be thoroughly discussed before pupils begin to make their pictorial records. After the events, or scenes, to be recorded have been agreed upon, individual pupils should choose the scene, or scenes, they wish to draw.

3. After the drawings have been completed, the class should discuss each picture and decide if the idea was well portrayed and if any unimportant details may be omitted. The class may then arrange the scenes in the order in which the pupils experienced them on the trip.

Later, when writing skills have been developed to the point where written records may be made, pupils will already have been made aware of the points that are important to making a good record.

LESSON FORTY-TWO. What is Missing?, Pages 56-57

Purpose of the lesson. To give practice in using *no* and *not* words correctly, avoiding the use of double negatives

1. Say *hasn't any* or *has no*. Do not say *hasn't no*.
2. Say *haven't any* or *have no*. Do not say *haven't no*.

Preparation for the lesson. Additional pictures similar to those in this lesson may be prepared if the problem of using double negatives is particularly acute. Ordinary pictures may be cut from magazines and mounted after a part of the pictured object has been cut off. Be sure to prepare material on separate charts, one with only one object of a kind and the other with groups of two or more similar objects so that pupils will not be called upon to choose the singular or plural form of the verb as well as to eliminate double negatives.

Suggestions for teaching. 1. It is not expedient to try to explain to small children why double negatives are wrong. Instead, it is necessary to set up exercises whereby they are given an opportunity to practice correct forms in the hope that the correct forms will supplant those which are incorrect.

2. Directions for the pupils' use of the material should be read silently or orally. Discuss what the pupils are to do. Have a pupil supply the word for each blank to make the sentence correct. Pupils should take turns making sentences about the objects in the picture in the textbook or those supplied by the teacher.

Watch for errors made by pupils in their talking in all other activities. Make note of them and see that pupils who need further practice get extra opportunities to do so.

Written Exercises. Pages 57-58, Lessons 39 and 40 in LET'S WRITE may be used immediately or soon after this lesson.

LESSON FORTY-THREE. The Bojabi Tree, Page 58

Purpose of the lesson. To help pupils to appreciate and enjoy a good story

Speak clearly in telling a story.

Preparation for the lesson. If possible, secure from the library a copy of the story book, the "Bojabi Tree" by Edith Rickert,* for use in connection with this lesson.

Suggestions for teaching. Three lessons — 43, 44, and 45 — are devoted to the development of this story. It is suggested that the succession of lessons follow the plan as outlined here.

1. The following steps may be carried out in this first lesson:

- a. Have the pupils look at and discuss the pictures after they have read the first paragraph on page 58.
- b. Have the pupils read the second paragraph, page 58.
- c. Read the story of the *Bojabi Tree* to the pupils as they look at the pictures and listen for scenes not portrayed in the pictures.
- d. Teach the meaning of any phrase or form of expression found in the story that may not be understood by the pupils.
- e. Discuss with the pupils what scenes in the story just read are omitted in the pictures.
- f. Read the story aloud again as the pupils look at the pictures in their own books.
- g. Ask some pupils to try to describe other pictures which would illustrate parts of the story.
- h. Give pupils a chance to tell what parts of the story they most enjoyed.
- i. Suggest that pupils who can do so read the story from the original book by Edith Rickert.

* Published by Doubleday, Doran and Company, New York.

2. The text of the story follows:

THE BOJABI TREE¹

I. ROBIN RAT

In the land of All-the-Beasts there was a GREAT HUNGER. Some of the animals who were so HUNGRY were Tabby Tiger, Bruno Bear, Katy Crocodile, Robin Rat, Pinky Pig, Giddy Goat, Tommy Tortoise, and many more — more than you could ever count in a year.

They ran around the wood, here and there and everywhere, eating roots and twigs and any old scraps they could find. But still they were HUNGRY.

One day they came to a Big Tree full of fruit. But they could not eat it, for they did not know what it was.

They sat down in a circle round the tree, and said, "What can we do?"

When they had thought a while, they said, "Let us send Robin Rat up the river to Leo, our King, and ask him what the fruit is and whether we may eat it."

Robin Rat was young and spry. He scuttled up the tree and brought down one of its fruit to show King Leo.

It was a DELICIOUS-looking fruit!

It looked like an — APPLEORANGEPEARPLUMBANANA but it smelled like a — BANANAPLUMPEARORANGEAPPLE.

Then Robin Rat scuttled down to the river bank and climbed into his little canoe.

All the day and all the day he paddled — and paddled — and PADDLED up the river.

And the Great Red Sun dropped behind the trees.

Then he found King Leo on the bank, all ready to receive visitors. He was wearing his crown tipped on the back of his head because he felt happy. He smiled at Robin Rat as pleasant as you please, and asked him to stay to supper.

After supper they curled up and went to sleep. There was nothing else to do, you see.

In the morning King Leo said politely, "What can I do for you, my small friend?"

Then Robin Rat answered, "Please, tell us, King Leo, what is the name of this tree and whether we may eat the fruit of it. We are all So HUNGRY!"

King Leo looked at the fruit that was like an APPLEORANGEPEARPLUMBANANA and he sniffed at the fruit that was like a BANANAPLUMPEARORANGEAPPLE.

Then he said, "It is a good fruit. You may eat it. The name of the tree is BOJABI."

¹ Copyright, 1923, by Doubleday, Doran and Company, Inc.

Then Robin Rat hung his cap over his right ear and climbed into his little canoe.

All the day and all the day he paddled down the great river.

And all the way he was thinking how much he could eat of that DELICIOUS fruit.

And at night he came home.

All the Beasts were waiting for him on the shore. He came up, whisking his paddle *this* way and *that* way through the water, just to show how well he could do it.

"What is it, Robin Rat?" said All the Beasts. "Tell us the name!" they roared and howled and grunted and whined and shrieked and squealed, each in his own PARTICULAR voice.

"Oh!" said Robin Rat. "I knew it a while ago, but now I have clean forgotten."

Then All the Beasts stepped into the water and upset Robin Rat's little canoe.

They SPLASHED and they SPLUTTERED and they SP-L-ANKED Robin Rat. Squeaksqueaksqueaksqueaksqueak!

Nobody heard a word more from *him* that day.

II. PINKY PIG

But now All the Beasts were HUNGRIER STILL. They sat in a circle round the tree and thought a while.

Then they said, "Let us send Pinky Pig to King Leo to ask the name of the tree. But, Pinky Pig, Do NOT FORGET IT!"

Pinky Pig trotted away home — trip-trap, trip-trap, trip-trap.

He put on his best blue coat and buttoned it up, though it squeezed him a little.

Then he trotted — trip-trap, trip-trap, trip-trap — down to his little rowboat and took his oars to row up the big river.

All the day and all the day he rowed — and he rowed — and he Rowed up the big river.

And the Great Red Sun dropped behind the trees.

Then he found King Leo on the bank, all ready to receive visitors. His crown was a little crooked because he had put it on in a hurry when he saw Pinky Pig coming.

He smiled politely but he did not invite Pinky Pig to stay to supper.

"What can I do for you, my plump friend?" he asked.

Pinky Pig showed him the fruit that looked like an APPLEORANGE-PEARPLUMBANANA and smelled like a BANANAPLUMPEARORANGEAPPLE, and said, "Please, King Leo, we must know the name of this tree or we cannot eat the fruit. Please be so kind as to tell us."

Then King Leo said, "I have told Robin Rat. I will tell you. The name of the tree is BOJABI! Do not forget it."

Pinky Pig trotted back to his rowboat — trip-trap, trip-trap, trip-trap.

All the night and all the night he rowed — he rowed — and he rowed until the oars — dropped — from — his — hands — and the big river took the boat down itself.

Pinky Pig curled up under the seat. And this is the sound that came from the boat:

H-r-r-r-umph! h-h-r-r-r-umph! h-h-h-r-r-r-r-UM-MPH!

In the morning Pinky Pig sat up and rubbed his eyes. He was at home. All the Beasts stood on the river bank looking at him. "What is it, Pinky Pig? Tell us the name!" they whistled and snarled and squealed and shrieked and whined and grunted and howled and roared, each in his own PARTICULAR voice.

"I know it," said Pinky Pig. Then he yawned.

"I knew it last night," he said, "but — ah — ah — I — must — have — been — asleep, and — ah, for — got — ten — it."

That is the way he talked when he was yawning.

Then All the Beasts jumped into the water and smashed Pinky Pig's boat and his oars.

They PLUNGED about and — PUNCHED poor Pinky Pig and — POUNDED him until he went plop — plop — into the water.

Sque-c-c-c-c-E-E-E-E-E-E-AL!

He ran home with the water running off him and making little puddles here and there.

Nobody heard a word more from *him* that day.

III. GIDDY GOAT

But now All the Beasts were HUNGRIER and HUNGRIER. They could have eaten nails if there had been any nails in the Great Wood.

They sat in a circle round the tree and thought a while.

Then they said, "Giddy Goat is older than Pinky Pig, and wiser than Robin Rat. Let us send him to King Leo to ask the name of the tree, so that we may eat the fruit of it before we starve. But, Giddy Goat, DO NOT FORGET IT!"

"A-rashum!" said Giddy Goat. He was afraid of catching cold. Away he ran — ker-lipp, ker-lipp — to his house to get a big woolly muffler to wear on the river. He wrapped it three times round his neck and tucked it neatly under his beard.

Then he ran — ker-lipp, ker-lipp — down to his little sailboat on the river.

All the day and all the day he sailed — and he sailed — and he SAILED — up the big river.

And the Great Red Sun dropped behind the trees.

Then he found King Leo on the bank, *not* ready to receive visitors. His crown was on straight and he looked very CROSS.

"What do you want?" he snapped — just like that.

"A-rashum!" said Giddy Goat. "I beg your Majesty's pardon. I have a cold coming on."

He showed King Leo the fruit that looked like an APPLEORANGE-PEARPLUMBANANA and smelled like a BANANAPLUMPEARORANGEAPPLE, and said, "If you would be so very kind, King Leo, to tell us the name of this tree, so that we may know whether we may eat the fruit of it..."

Then King Leo said, "I have told Robin Rat. I have told Pinky Pig. I will tell you. But I will not tell ANYBODY ELSE. The name is BOJABI. DO NOT FORGET IT!"

"A-rash-oo!" said Giddy Goat, and he skipped away — ker-lipp, ker-lipp — to his sailboat.

All the night and all the night he sailed — and he sailed — and he SAILED.

All the way he was remembering the name, and he remembered it very well.

He sailed so fast that he got home in the early, early morning.

And all the way, when he wasn't remembering the name, he was sneezing:

"A-tcho! A-rashum! A-tchoo!"

All the Beasts were waiting for him — rows and rows of them. Those in the back rows looked over the shoulders of those in the front rows, or climbed on their backs.

They pushed and jostled one another until they had upset Giddy Goat's sailboat. Ker-splash! — he went into the river.

Such a sight as he was when they pulled him out! His long hair was full of water. His beard was full of water. His eyes were full of water. His beautiful new muffler was full of water.

When the animals crowded round him to ask the name of the tree, he shook himself so that the water flew in their faces, and ran away home — ker-lipp, ker-lipp — with a most dreadful — A-tchoo!

His wife made him go to bed. And not one word could anyone get from him all that day but "A-tchoo! A-rashum! A-tchoo!"

IV. TOMMY TORTOISE

By this time All the Beasts were so HUNGRY that they sat round the tree and cried.

You see, there was no one else who had a boat.

"What shall we do?" they wailed and howled and buzzed and grunted and groaned and sobbed and lamented, each in his own most PARTICULAR voice.

Then Tommy Tortoise, who had been lying asleep in the sun, opened one eye, and said, "What is all this fuss about? Haven't you found out the name of this tree YET?"

They said they had not and cried harder than ever.

"Oh, well," said he, "if that's all, I'll go and get it for you."

"You!" snarled Tabby Tiger.

"You! You!" grunted Bruno Bear.

"You!" snapped Katy Crocodile, biting her word off short.

"You-u-u!" trumpeted Elizabeth Elephant.

"You! You! You!" chattered Mimi Monkey.

You never heard such a noise — not even at the circus — as there was when they all said this, each in his own PARTICULAR voice.

"Yes, me — I mean *I*," said Tommy Tortoise in his little, thin voice.

Then he crawled slowly home, trailing one foot after the other, as some boys do on their way to school.

He found his mother knitting stockings and rocking the baby.

"Hush!" said Mrs. Tortoise. "He's just dropping off."

"Mother," said Tommy Tortoise. "How can I remember the name of that tree if I go up the river to get it?"

"Tommy," said Mrs. Tortoise, "do you remember how you used to go to school with all the other little tortoises and learn things?"

"Yes," said Tommy.

"Nine times one makes nine,

"Nine times two makes eighteen,

"Nine times three makes twenty-seven —"

He said the Nines table because anybody can say the Tens, and he wasn't sure about the Elevens.

"Hush!" said Mrs. Tortoise. "That will do. You will wake the baby.

"But I will tell you how to remember." She whispered in his ear.

Then she said, "Now, Tommy, whatever happens to you, mind your manners. Remember to bow to King Leo and to speak to him so politely that he will know you have been well brought up."

"Yes, Mother," said Tommy Tortoise.

Then he put on his cap with the red tassel, and he went down to the river. He had no boat; so he had to swim.

All the day and all the day he swam — and he swam — and he SWAM.

When he was tired swimming, he would turn over on his shell and float with all his legs kicking in the water, just as the baby kicks in his bath.

And the Great Red Sun dropped behind the trees.

When Tommy Tortoise reached King Leo's home, King Leo was NOT curled up comfortably wearing his crown and ready to receive visitors. He was standing on the river bank waving his tail. His big head was wagging *this* way and *that* way, and he was not smiling AT ALL.

Before Tommy could speak a word, or even make his best bow, King Leo said:

"R-r-r-r-r-r-r-r-r-r-r-r-r-r-r-r! S-s-cat! S-scamper! S-scat! S-skedaddle!

"I told Robin Rat. I told Pinky Pig. I told Giddy Goat. I WILL NOT TELL YOU that the name of the tree is bojabi.

"R-R-R-R-R-R!"

"Bojabi," whispers Tommy Tortoise to himself, and jumps — ker-lump — into the river again.

All the night and all the night he swam — and he swam — and he SWAM.

But it was easy work to let the big river carry him on its back.

All the night and all the night he made up a little song and sang it, like this:

"O Robin Rat, what shall we eat?

Bojabi — bojabi — bojabi.

O Pinky Pig, so fat and neat,

Bojabi — bojabi — bojabi.

O Giddy Goat, so fast and fleet,

Bojabi — bojabi — bojabi.

O Humpy Hippo, hard to beat,

Bojabi — bojabi — bojabi.

O Bruno Bear, with clumsy feet,

Bojabi — bojabi — bojabi.

O Katy Crocodile, here's a treat,

Bojabi — bojabi — bojabi.

O Tommy Tortoise, of Puddle Street,

Bojabi — bojabi — bojabi.

O All the Beasts, come quick and eat

Bojabi — bojabi — bojabi."

And THAT was what his mother had told him to do.

All the Beasts were lying on the bank of the river. Far away they heard the little, thin voice of Tommy Tortoise singing his song. They pricked up their ears, looking *this* way and *that* way as they listened.

And presently Tommy Tortoise came crawling up through the mud.

"What is it?" they cried, each in his own PARTICULAR voice. You would have thought that all the circuses in the world were there.

"Bojabi," said Tommy Tortoise, and crawled away home without another word.

That night All the Beasts had bojabi for their supper.

But Tommy Tortoise had cream with his.

After that All the Beasts in that wood were never hungry. They could always eat bojabi.

They made Tommy Tortoise their king. "For," they said, "if he could remember the name of the bojabi tree, he can do anything."

As far as I know he is king of All the Beasts in the Great Wood today.

Adapted from an African Folk Tale

by EDITH RICKERT

LESSON FORTY-FOUR. The Bojabi Tree
(Continued), Page 59

Purpose of the lesson. To teach pupils to retell a story so that it is complete, accurate, well organized, and interesting

Speak clearly in telling a story.

Suggestions for teaching. The pupils should read the first paragraph of the text on page 59 to find out what they are to do. Follow the steps listed below in preparation for the retelling of the story.

1. Help the pupils to set up a purpose for the retelling of the story, such as: learning it to tell to a group of children younger than themselves, or using it as a story to tell in an assembly program.
2. If necessary, reread the story to them as they look at the pictures in the text.
3. Help the pupils decide what the principal parts of the story are. List those parts on the blackboard as pupils give them. There are six main sections of the story.
4. Ask children to volunteer to tell one of the six parts of the story, each pupil telling no more than one part.
5. Discuss with the pupils how the telling could be improved, as:
 - a. Telling specific parts more accurately
 - b. Using more interesting ways of telling specific parts
 - c. Using some of the original phrasing of the story
 - d. Adding interesting phrases and ejaculations of their own
 - e. Using a pleasant speaking voice
6. Have the pupils retell parts of the story, trying to improve upon the telling of it.
7. Refer again and again to the original text of the story as pupils need it in order to improve in the telling of the story.

LESSON FORTY-FIVE. The Bojabi Tree
(Continued), Page 59

Purpose of the lesson. To help pupils to produce the story in dramatic or movie form for an audience

Speak clearly and act your part.

Suggestions for teaching. Read the instructional statement. Then discuss the plans that need to be made to get ready for the dramatization. The following steps are suggested.

1. Help the pupils decide for what occasion the dramatization may be given. For example: another grade or a parent group.

2. Help the pupils decide whether the principal parts of the story make good scenes for an acted or movie production of the story.
3. If a dramatic reproduction is decided upon, continue as follows:
 - a. Decide with the pupils upon very simple costuming which will suggest the characters being portrayed. Avoid elaborate costuming.
 - b. Decide with pupils what stage properties are necessary.
 - c. Help pupils to put themselves into character and to compose lines to portray the complete series of actions to the audience.
 - d. Help pupils to keep the audience in mind as they speak, place themselves on the improvised stage, and act their parts.
 - e. While practicing the parts, discuss how the playing of the story may be improved.
4. If a movie reproduction is decided upon, continue as follows:
 - a. Discuss with pupils what each picture in the movie must bring out so that the complete story will be enjoyed by the audience.
 - b. Make the pictures in whatever medium is decided upon. Sometimes it is well for each pupil to try the scene which he thinks he can best portray. In other situations, groups of children can work together to reproduce a selected scene.
 - c. The pictures should be discussed and ways suggested to improve them if necessary.
 - d. The finished pictures should be put together in the proper order in whatever type of moving-picture box is at hand for use.
 - e. The talking part of the movie should be practiced to accompany each picture.
 - f. Talking parts and pictures should be synchronized to make an enjoyable whole.
 - g. An arrangement should be determined whereby tellers may be out of sight, and only operators such as curtain pullers, are visible in front of a curtain or screen.
 - h. The whole reproduction should be discussed to determine ways of improving it for the audience.
5. After the production there should be a discussion as to how well each one acted his part and as to ways in which similar productions may be improved.
6. The dramatic or movie production should be given for a real audience.

LESSON FORTY-SIX. *A Letter for Betty, Pages 60-61*

Purpose of the lesson. To help pupils compose a group letter to a friend who cannot come to school

Help your class write letters to friends who cannot come to school.

Suggestions for teaching. In composing and writing letters at this grade level, only three parts of a letter are employed. They are: the

greeting; the *body*, or *message*; and the *signature*. An example of the three parts may be found on page 61 of the text.

In this lesson the pupils should do all of the thinking involved in composing a letter. (See suggestions for *Composing a letter* on page 8.) They should dictate the sentences to be written on the blackboard by the teacher in correct letter form. The following steps may be followed.

1. Have the pupils read the text on page 60 and the letter on page 61, helping with any strange words. Discuss the reason for writing the letter to Betty and the content of the letter.
2. After reading the remainder of page 61, the group should decide if there is someone to whom they should write such a letter. If there is no one absent from school, they may wish to write to a friend who has moved away.
3. After the class have decided to whom they should write, a discussion should follow concerning the content of the letter. Such guiding questions may be used by the teacher as:
 - a. Do you think that (Jane) would be interested in knowing about that?
 - b. Is there a part of that which we might leave to tell her when she returns to school?
 - c. What do you think we should tell (her) first, next, or last? (Use in separate questions.)
 - d. What is the best way to tell that idea so that (Jane) will understand exactly what we mean?
 - e. Who can think of a better word than in that sentence?
 - f. How shall we sign our letter?
4. The class should then compose sentences for the letter. The best sentence will be written by the teacher in the letter on the board.
5. The letter written on the blackboard as dictated by members of the group should be reread by the pupils in order to decide if there are ways to improve any of the sentences.
6. When the letter is composed as well as it can be by children, a copy of it should be made to send to the person to whom it is written. A pupil who can write well may copy it. If there is no pupil who can make the copy, the teacher may do it in longhand or on the typewriter.
7. Emphasis should be placed upon the fact that a letter should be mailed very promptly so that it will reach its destination as soon as possible and before the news in it is out of date.

Note. If there is no legitimate reason for writing such a letter as that in the text, this lesson may be shifted to a time when such a letter is necessary. A letter should never be written unless it is to a real person and will be sent to that person.

Written exercise. Pages 59-61, Lessons 41, 42, and 43 in LET's WRITE should be used following this lesson.

LESSON FORTY-SEVEN. Games to Play, Page 62

Purpose of the lesson. To review and to give practice in the correct use of *I saw* and the correct pronunciation of *going*

Say *I saw*. Do not say *I seen*.

Say *going*. Do not say *goin'*.

Suggestions for teaching. Follow the procedure suggested for Lesson 32, page 28 in this manual.

Written exercise. Page 62, Lesson 44 in LET'S WRITE should be used following this lesson.

LESSON FORTY-EIGHT. Making Others Happy, Page 63

Purpose of the lesson. To teach pupils to keep to the topic when a conversation is centering about one idea

Speak clearly. Talk about the same thing the others are talking about.

Suggestions for teaching. Thus far the emphasis in the lessons on conversation has been on developing four basic skills. This is the first lesson to emphasize the desirability of keeping to one topic during the conversation period. In this lesson that topic is *What you can do to make others happy*.

1. Have the pupils read the text, helping each one as needed with difficult or strange words. Discuss the questions raised. If it is not Christmas time, the conversation might relate about past experiences of how pupils have helped to make others happy or it may develop the idea that one should at all times be concerned about the welfare of others. In discussing this topic pupils should realize that simple acts of kindness and consideration are often just as important as the giving of material things.

2. Help pupils at all times to maintain the four basic skills set up thus far. (See Lesson 30, page 26.)

LESSON FORTY-NINE. Getting Ready for a Party, Page 64

Purpose of the lesson. To give practice in keeping to a topic in conversation

Speak clearly. Talk about the same thing others are talking about.

Suggestions for teaching. Follow the suggestions for teaching the previous lesson.

LESSON FIFTY. Come to Our Party, Page 65

Purpose of the lesson. To teach the pupils how to compose an invitation

In a letter that invites someone to a party, be sure to write all the things you need to say.

Suggestions for teaching. This lesson should be used when a real need for composing an invitation arises.

The steps followed in teaching the lesson should be:

1. Have the pupils read the invitation on page 65 and then the two paragraphs below it. The questions should be answered and discussed if necessary.
2. Plan the content of the invitation to be written for the specific situation in which it is to serve. Emphasize the things that need to be said: (a) to whom the invitation is to be written; (b) where the party is to be; (c) when it is to be; (d) at what time it is to be.
3. Have the pupils dictate the planned invitation to the teacher as she writes it on the blackboard. (See the suggestions for Lesson 46, pages 44-45 in this manual.) Call attention to the capital letters in writing *Dear Mother*.
4. If pupils have learned to write, they should copy the letter. If not, duplicate the letter as many times as is necessary. If each pupil is to deliver an invitation to a member of his family or friend, he should sign his own name to his copy.

Written exercise. Pages 66-68, Lessons 48, 49, and 50 in LBT's WRITE should be used following this lesson.

LESSON FIFTY-ONE. I Am Not, Pages 66-67

Purpose of the lesson. To teach the correct use of *am not* and to eliminate *ain't* from the children's speech

Say I am not. Do not say I ain't.

Suggestions for teaching. 1. Have the pupils read the text on both pages and discuss how the game is to be played. Make sure that pupils use the words *I am not* in each answer to the question.

2. As in previous games designed to correct errors in usage, the pupil who makes many errors should be the one to have a maximum

number of opportunities to correct his error. The pupil who makes the error should never be eliminated as a penalty for having made an error.

3. If the whole lesson period is not needed for this game, games previously taught may be used again if needed. Those games should receive most emphasis which deal with the errors made most frequently by the group.

Written exercise. Page 69, Lesson 51 in LET's WRITE should be used after this lesson.

LESSON FIFTY-TWO. I Have Seen, Pages 68-69

Purpose of the lesson. To teach the correct use of *seen* and to eliminate *I seen* and *I have saw* from the speech of the pupils

Say I saw. Do not say I seen or I have saw.

Suggestions for teaching. Have the pupils read the text on both pages and discuss how the game is to be played.

The class may be divided into small groups in order to give pupils more chances to participate. Pupils who use these words correctly may act as leaders for a group. The game should be snappy and should not be continued for more than five minutes with a small group.

Written exercise. Pages 70-71, Lessons 52 and 53 in LET's WRITE should be used with this lesson.

LESSON FIFTY-THREE. Santa Goes to Sleep, Page 70

Purpose of the lesson. To give practice in telling stories, observing the standards thus far set up

Tell the whole story. Tell things in the order in which they happened.

Suggestions for teaching. This lesson may be shifted to fit the coming of Christmas.

1. Have the pupils read the text and discuss the questions. Give the pupils a little time to think of an appropriate ending. Then call on volunteers to tell the story. Make sure that the pupils who need the practice most are given opportunities to tell the story.

The particular items to be reviewed are:

- a. Telling all necessary items in the story
- b. Keeping the events in the correct sequence
- c. Creating a satisfactory ending

2. Give help, as needed, to individual pupils in carrying out the instructional statements.

3. Pupils who wish to create an imaginary story about Santa Claus should be given opportunities to do so.

LESSON FIFTY-FOUR. What Is It Like?, Page 71

Purpose of the lesson. To help pupils make descriptions which contain clearly expressed ideas with enough detail to give the listener a complete word picture of the object being described

Make your words tell just what you mean. Tell enough.

Suggestions for teaching. After the pupils have read the text on page 71, and have discussed the importance of the instructional statements, they may proceed to follow the directions given them in the text.

Help each pupil to tell clearly what he means to say and see that the description he makes is complete enough to give a clear and accurate picture to the listeners. If the word-picture is not clear and complete for the listeners, they should be encouraged to ask questions of the speaker until he does make himself clear and until he makes them see clearly what he is describing.

LESSON FIFTY-FIVE. What Am I Doing?, Page 72

Purpose of the lesson. To give an opportunity to practice the correct saying of *ing* and to work upon the elimination of *ain't*

1. Say the *ing* clearly in words that end with *ing*.

2. Say *I am not*. Do not say *I ain't*.

Suggestions for teaching. This game is a charade. It is fully explained in the text. In previous lessons the practice in saying *ing* distinctly has been given only in connection with the word *going*. In this lesson, encourage the use of a wide range of words ending with *ing*.

1. Have the pupils read the text and discuss the playing of the game. Make sure that pupils know what to do.

2. It is advised that a record of errors be made in this lesson and that those pupils who need the practice most receive the major proportion of opportunities to say the words correctly in the game.

3. Review the game *I Am Not*. (See pages 47-48 in this manual for suggestions.)

LESSON FIFTY-SIX. How to Play It, Page 73

Purpose of the lesson. To give further practice in giving a clear explanation of how to play a game

1. Tell things in the order in which they should be done.
2. Use words that tell just what you mean.

Suggestions for teaching. Have the pupils read the text and discuss the questions. Read the instructional statements and discuss the need for telling things in the order in which they should be done.

LESSON FIFTY-SEVEN. How to Do It, Page 74

Purpose of the lesson. To give further practice in giving a clear explanation of how to do something

1. Tell things in the order in which you do them.
2. Use words that tell just what you mean.

Suggestions for teaching. Follow the procedure suggested for the previous lesson.

LESSON FIFTY-EIGHT. Making a Birthday Record, Page 75

Purpose of the lesson. To aid pupils to see the need for accuracy in making records which will be used by others

Make the record tell just what it should tell.

Suggestions for teaching. A birthday record which gives the names of persons and the exact dates of their birthdays is an excellent means of making pupils conscious of the value of a record and that any record should be very accurate.

1. The record should be made by the group. They should dictate items to be written on the blackboard as well as help plan the organization and the form of the record. They should be made to feel responsible for the accuracy of details. Help them check the accuracy of the record.

2. Records such as this one may be repeated for other months of the year.

3. Other records which the pupils may find use for are:

- a. Individual records of achievement from day to day in spelling or in other tool subjects

- b. Group records of temperature readings indoors and out of doors
- c. Records of duties to be performed by members of the group in the care of the classroom
- d. Records of books read by individuals

Written exercise. Pages 74-75, Lessons 56-57 in LET'S WRITE should be used following this lesson.

LESSON FIFTY-NINE. Give Me, Pages 76-77

Purpose of the lesson. To give practice in saying *give me* correctly and clearly instead of *gimme*

Say give me. Do not say gimme.

Preparation for the lesson. Collect small articles similar to those pictured and have a box to put them in.

Suggestions for teaching. 1. Pupils should read the directions for playing the game as given in the text. They may then choose one person to start the game. Make sure that each pupil knows how to play the game.

2. Keep a record of the pupils who persistently make the above mentioned error in speech. Those pupils should be given extra opportunities to say the words correctly, and should play the game at other times.

LESSON SIXTY. Which Road?, Pages 78-79

Purpose of the lesson. To give pupils opportunities to learn to use *did* instead of *done* in the past tense

Say I did it. Do not say I done it.

Suggestions for teaching. 1. Discuss the title and the picture on page 78. Ask the pupils to suggest which road the boy and girl should take to get to the picnic grounds surely and quickly and to give reasons why. Ask the question: "Which road might be named *Right Road* or *I did it* and which one *Wrong Road* or *I done it*?"

2. Have the pupils read the text and the instructional statement. Find out which are *right words* to use in playing the game and which are *wrong words* to use.

As an incentive for playing the game the pupils might wish to think of the picnic grounds in the picture on page 78 as "Good Speech Grounds," and to name the roads. On which road will each pupil

travel? Find out which pupils will get to the picnic, or "Good Speech Grounds" first.

3. Play the game, keeping a record to show how many "trials" each pupil needed to reach the goal.

4. The pupils who still need practice on using *am not* and *seen* correctly should play the games suggested on pages 29, 48, and 47.

Written exercise. Page 76, Lesson 58 in LET'S WRITE should be used following this lesson.

LESSON SIXTY-ONE. Hello, Page 80

Purpose of the lesson. To teach the pupils how to hold the telephone correctly, how to answer it correctly, and what to do if someone else is desired by the person calling

1. When you answer the telephone, tell who is talking.

2. Hold the telephone in the right way when you talk.

Preparation for the lesson. If possible, have some toy telephones at hand to be used in illustrating and in practicing the learnings to be derived from the carrying out of this lesson. If toy telephones are not available, make some by using a piece of wood and two low tin cans. An opened can may be fastened to each end of a flat stick about six inches long.

Suggestions for teaching. The steps which should be followed in carrying out this lesson are:

1. Have the pupils read silently or orally the conversation under the picture and the first paragraph which follows concerning the proper way to answer a telephone. The pupils may guess what question the person calling asked Sally.

2. Discuss with the pupils why one should tell who is talking when answering the telephone instead of merely saying "Hello."

3. After the pupils have read the last paragraph on the page, discuss the proper way to hold the receiver. Develop the fact that the lips should be held about one inch from the mouthpiece because the listener can hear better if it is held that way and also because it is more sanitary.

4. Ask the pupils to suggest various courteous ways of saying that you will call the person who is wanted by the person calling. It is very important that courtesy be emphasized as essential in talking over the telephone. Pleasantness of the speaking voice should also be emphasized as an important thing to be practiced in all lessons concerning the use of the telephone.

5. Practice making and answering calls over toy telephones. At first

the teacher may place the calls since the pupils have not yet been taught in this book how to place a call correctly. At this time the pupils will answer correctly and respond when the teacher asks to speak to the child's mother, father, or other member of the family.

6. At the close of the practice period the pupils should discuss in what ways they may improve in answering telephone calls. They should decide to what degree they have met the standards set up in the instructional statements.

LESSONS SIXTY-TWO AND SIXTY-THREE. Father is Busy,

Page 81

Purpose of the lessons. To teach pupils how to answer the telephone correctly and what to say when the person wanted cannot come to the telephone or is not at home

1. When you answer the telephone, tell who is talking.
2. Find out what to say if someone else is wanted.

Suggestions for teaching. 1. A review of the points in Lesson 61 should take place before the content of the new lesson is taken up. This review should include a period of practice with the use of toy telephones as carried out in the previous lesson.

2. In carrying out this lesson follow these steps:

- a. Have the pupils read the text on page 81 to the end of the telephone conversation. Discuss other polite answers that Tom might give if he could not ask his mother or father to come to the telephone. Point out, however, that the parent should decide whether he wishes to answer the call. Note that in the picture Tom's mother is frosting a cake and that his father is painting the roof. Both instances show occasions when people are busy and cannot easily come to the phone immediately.
- b. Have pupils read the last paragraph on page 81 and answer the questions.
- c. Give a period of practice with the use of toy telephones in developing the new learnings. The teacher will place the calls over one telephone as pupils take turns using the second telephone for answering calls.
- d. The pupils and the teacher should decide whether they have done what the instructional statements suggest.

3. Discuss with pupils the problem of what to say when messages given to them are too long to be remembered. For example:

"I do not think I can remember that. Will you please call again when Mother is at home?"

"Father will be home at six o'clock. I think it would be better for you to call him then and tell him that."

"Father is at the office. His telephone number is 392. Would you like to call him there and talk to him? I don't think I can remember all that you have told me to tell him."

Carry on a period of practice in using such statements as the above and others that the pupils will think of themselves. The teacher should place the calls. In the practice emphasize again the importance of being polite and of using a pleasant voice.

LESSON SIXTY-FOUR. *Just Once, Page 82*

LESSON SIXTY-FIVE. *Keep Together, Page 83*

Purpose of the lessons. To give pupils an opportunity to create a complete story when only one incident or event is pictured, and to put the events in a story into correct and interesting sequence

Tell the whole story. Tell things in the order in which they happened.

Suggestions for teaching. Pupils should read the text on page 82, enjoy the picture, note the instructional statements, and follow the direction in the text. The stories created should be discussed as to which are the most interesting and why. Sometimes after the pupils have told individual stories, the class may wish to combine the best ideas presented and compose one good group story. The group should discuss the events which they think should be told to make the finished story. They should decide where they might tell the story to entertain others and how to get it ready for such an occasion. Products of group effort should have some satisfying culmination outside the group.

Written exercise. Pages 82-84, Lessons 64 and 65 may be used following this lesson.

LESSON SIXTY-SIX. *Words That Are Opposites,* *Pages 84-85*

Purpose of the lesson. To teach pupils the idea of opposite meanings and to make them familiar with the term *opposite*; and to provide practice in selecting a pair of words that are opposites

Learn to use words that are opposites.

Suggestions for teaching. Exactness of meaning in the use of words is a major objective in all the books in the LANGUAGE FOR MEANING series. Make sure that pupils know the meaning of each word in the lists before asking them to pair words of opposite meaning.

1. The pupils should read the explanation of the term "opposites" as used in this lesson on page 84, and should then read the sentences and words accompanying the pictures which help with the explanation. Pupils can best be made aware of the meaning of opposites through example rather than by definition.

2. If there is any difficulty in pairing the words which are opposites, a further discussion of the exact meanings of the words should follow until all pupils have a correct meaning in mind for each word. The selection of the appropriate meaning will make pupils aware of the fact that words may have more than one meaning and that we must be very discriminative as to which meaning we select in our use or interpretation of words.

3. After all of the pairs of opposites have been found on page 85, the pupils may think of others not listed which the teacher may write on the blackboard. Make sure that the words dictated are true opposites in meaning. It is very easy to let colloquialized meanings of words creep into such exercises. Many of the colloquialized meanings serve to confuse the pupils as to true meanings of words.

4. Finally, the last direction given at the bottom of page 85 should be carried out with words on the page and those written on the blackboard which do not appear on the page.

Written exercise. Pages 85-86, Lessons 66 and 67 in LET's WRITE should be used following this lesson.

LESSON SIXTY-SEVEN AND LESSON SIXTY-EIGHT

Here Comes the Postman, *Page 86*

Homes, *Page 87*

Purpose of the lessons. To give the pupils practice in meeting all the standards for conversation set up thus far and to help them to achieve the standards to a higher degree than has previously been done

1. Tell things that others will want to know about.
2. Talk about the same thing others are talking about.
3. Take your turn. Do not talk too long at a time.
4. Talk when no one else is talking.

Suggestions for teaching. Use procedures suggested for similar lessons, but expect higher levels of accomplishment of the standards set up.

LESSON SIXTY-NINE. Let Me Be on Your Train, Page 88

Purpose of the lesson. To teach pupils to say the words *let me* correctly and to eliminate *lemme* from their speech

Say let me. Do not say lemme.

Suggestions for teaching. 1. The game to be played by the pupils is fully explained on page 88. After they have read the explanation, someone may be chosen as the trainman to make up a train. After one train has been made up, it may take a trip about the room and the trainman may deposit those cars (persons who could say *let me* correctly) in one portion of the group of seats or chairs designated as the trainyard. Another train may then be made up. Those pupils who could not say *let me* correctly the first time should be given first turns to try to be on the next train in order to give them the needed practice in saying the words correctly. Someone should be chosen as trainman each time who successfully corrected the error after having said the words incorrectly. As trainman he will have to hear whether the words are said correctly or incorrectly and to decide who may be a part of the train.

2. Games for the correction of speech errors taught previously may be reviewed in this lesson when sufficient time has been spent on the new game.

3. The keeping of a record of errors in speech should be continued and used to determine who is most in need of practice in overcoming specific errors.

LESSON SEVENTY. Where Has He Gone?, Page 89

Purpose of the lesson. To give opportunities to learn to say *he has gone* instead of *he has went*

Say he has gone. Do not say he has went.

Suggestions for teaching. 1. In playing this game one pupil will be *It*. He will choose another pupil to leave the room. The person chosen

to leave the room will whisper to the one who is *It* an imaginary place to which he has gone, as suggested on page 89. The pupils remaining in the room will then try to guess the imaginary place. When the place has been guessed, the person who left the room may be *It*, and will answer questions in the next playing of the game. It may be advisable to make a list of places to be visited, so as not to take too much time in guessing.

2. After the pupils have read the directions given on page 89 and understand how the game is to proceed, the game should be played several times. They should then answer the question concerning the *Good Words Garden* and enjoy the picture which goes with it. Pupils might at this time take stock of the words they do use correctly and those upon which they need more practice. The teacher's record of pupils' errors will be used as a guide for this check up.

3. The game *I Did It* on page 79 of the text may be played as a review game by the pupils who particularly need the practice.

Written exercise. Pages 87-89, Lessons 68 and 69 in LET's WRITE should be used following this lesson.

LESSON SEVENTY-ONE. Who Am I?, Pages 90-91

Purpose of the lesson. To give practice in making accurate descriptions in the form of riddles of well-known characters from stories

Tell enough and say just what you mean.

Suggestions for teaching. This type of description is greatly enjoyed by pupils, and, because it involves telling a riddle to be guessed, the audience is an interested one. These two factors supply the motive for telling the best riddle (a description) possible. In this type of exercise it is possible to discover very plainly when pupils fail to meet the standards set up. In such a situation the riddle usually is not guessed, and the teller can be shown clearly that he did not do a good job of saying what was necessary in the best way that was possible.

After page 90 is read by the pupils and the riddle guessed correctly, the directions for further language activity may be read on page 91 and then carried out. The directions given there are sufficient to let the pupils know what is to be done. During the telling of the riddles, the instructional statement should be held up as a standard to be met. After the pupils have finished telling their riddles, a discussion should follow as to how they might improve them.

LESSON SEVENTY-TWO. How Did You Do It?,

Page 92

Purpose of the lesson. To give practice in making clear, accurate, and well-organized directions for playing a game

Tell things in the order in which you do them.

Suggestions for teaching. The pictures and the questions suggest the language activity desired in this lesson. Make sure that the pupils understand that they are to tell how to do something. They may tell how to make something, as for example, the snow man; or how to play a game, as for example, "Fox and Geese" in the lower picture. Although the scenes are winter scenes, the explanations need not be about seasonal experiences.

The instructional statement should be read and briefly discussed. Continue to emphasize the need for using words that say exactly what is meant.

At the close of the period, discuss the degree of success achieved in meeting the standard set up.

LESSON SEVENTY-THREE. Grace and Anne, Page 93

Purpose of the lesson. To build an appreciation for rhythm and rhyme in poetry, and to supply a background of experience which will help in creating original rhymes

Listen for the words that rhyme.

Preparation for the lesson. Select several simple short poems which follow a similar pattern of rhythm and rhyme as in "GraceAnAnne." These may be read during the class period.

Suggestions for teaching. 1. Follow the suggestions given for Lessons 34 and 35, pages 29-31.

2. Other poems may be read and enjoyed, noting the rhythm and the rhyme.

Written exercise. Page 90, Lesson 70 of LET's WRITE should be used following this lesson.

LESSON SEVENTY-FOUR. Words that Rhyme,

Pages 94-95

Purpose of the lesson. To give the pupils opportunities to supply the rhyming word in a couplet and to create jingles of their own

Think of words that rhyme and that make sense in the sentence.

Suggestions for teaching. 1. Have the pupils read and follow the direction at the top of page 94. Discuss what is meant by "rhymes that make sense." If a choice of two or more good rhyming words presents itself, let the pupils decide in discussion which one makes the best sense in the poem in which it is to be used.

2. After the poems on pages 94 and 95 have been completed, the pupils should try to make some poems or jingles of their own. It is usually well to begin such activity by setting up a simple rhyming couplet to be used as a pattern and which may be varied slightly by a change of words to make different meanings. Any of the poems on pages 94 and 95 may be used as patterns. One poem may appeal to one child more than to another and serve him best as a pattern for his creative efforts.

Keep copies of all poems that the children create. They may be placed on the bulletin board, put into a class booklet, or be duplicated for individual booklets. Some pupils may wish to illustrate or find pictures to go with their poems.

3. The pupils should be encouraged to create other poems whenever an idea suggests itself and bring them to class. Some children do their best creative work when they are by themselves and after they have had time to think. No child should be asked or forced to do any creating of poetry even at this very simple level unless he can do it happily and rather spontaneously. Some pupils will undoubtedly make no contribution at all.

4. If the creating of simple poems is so difficult that none are forthcoming, the teacher may lead pupils in a group creative effort. It may proceed as follows:

Teacher: I am going to start a poem with this line — "I know a little dog named Jack." — Who can think of something to go with it?

Pupil: I know. — "He ran away down the street."

Teacher: Who can think of another line that ends with a word that rhymes with *Jack*?

Pupil: *Back* rhymes with *Jack*.

Teacher: Can you put it into our poem?

Pupil: "He ran away and never came back."

Teacher: Fine! Who'll say the poem now as I write it on the board?

Pupil: Here is another line to go with the first one.

"He ran away down the railroad track."

Teacher: Yes, that rhymes too. Let's write it also.

The teacher might then start with another pattern and see what the group can do with it. After several have been composed by the group, individual pupils may wish to create similar ones.

LESSON SEVENTY-FIVE. A Wild Ride, Page 96

Purpose of the lesson. To aid children in creating their own stories from experience, with particular attention to eliminating unnecessary details

1. Tell the whole story.

2. Leave out things that do not belong to the story.

Suggestions for teaching. Note that only one picture is given suggesting one incident in a story.

1. The pupils should read the text and study the picture in the light of the questions in the text. Give them time to think about the questions. If after a few minutes no one is ready to tell a story, discuss the questions in the text. Have the group decide on a good opening sentence. For example:

Ted and Ann hitched Ginger to their wagon to go for a ride. Just then Ginger saw something. He

or

Just as Ted and Ann were ready to go for a ride, Ginger,
etc.

2. When one story has been told, the pupils should read the instructional statements and discuss with the storyteller what he might do to improve his story by making it more complete or leaving out unnecessary details which do not assist in the development of the story.

Recall one other thing they might do to make their stories better, that is — telling things in the order in which they happened. Help the pupils to create good stories by recalling things learned in other lessons such as:

Using words which tell just what is meant

Learning to say things in new ways

Using words correctly

Speaking clearly

LESSON SEVENTY-SIX. Can the Man Fix It?, Page 97

Purpose of the lesson. Same as for Lesson 75

1. Tell the whole story.

2. Leave out things that do not belong to the story.

Suggestions for teaching. Notice that two incidents in a possible story are given.

1. Have the pupils read the text, helping them with any strange words. Note that the second question suggests the beginning of the story. For example:

One day Alice went out of the playroom and left the door open.

Other questions may be asked to help suggest events not portrayed. For example:

"What did Alice do when she found her doll?"

Note that the last question in the text suggests the ending for the story.

2. After each story has been told, the pupils should make an evaluation, checking with the standards set up thus far for telling stories. The pupils should also decide at the close of the period in what ways they can improve in telling stories.

Written exercise. Page 91, Lesson 71 in LET's WRITE should be used following this lesson.

LESSON SEVENTY-SEVEN

Thank You for the Lamb, Pages 98-99

Purpose of the lesson. To help children to compose a simple letter of thanks using only the essential three parts for the form of a letter

Help your class write a thank-you letter whenever they need to write one.

Suggestions for teaching. This lesson may be shifted and used whenever a letter of thanks needs to be written. It should be omitted if none is needed at this time.

1. After enjoying the pictures and making comments about them, the text should be read orally. Discuss the reasons why each letter was written and why thank-you letters should be written soon after a gift or a favor has been received.

2. In composing a group letter, follow the suggestions given on page 8 in this manual. In talking about the parts of the letter, the terms *greeting*, *body*, and *signature* should be used and made meaningful to the pupils.

3. By this time all the pupils should be able to copy the letter. A committee should be chosen by the class to select the best one to send. Be sure the letter is delivered in person or mailed promptly.

Written exercise. Page 92, Lesson 72 in LET's WRITE should be used following this lesson.

LESSON SEVENTY-EIGHT. I Have Done My Work, *Page 100*

Purpose of the lesson. To teach the correct use of *done* and to review the correct use of *did*

Say I have done. Do not say I done.

Suggestions for teaching. 1. Review the game, "I Did It" on page 79 of LET's TALK.

2. Proceed then with the game, "I Have Done My Work." This game is a conversation game in which the children talk about the work they have done and when they did it, as children often do in their spontaneous conversation. The more spontaneous the talking can be kept, the better will be the carry over to other conversations.

Note that the person who makes the first statement concerning something he *has done* addresses another person, using his name at the end of the statement. The person addressed asks the question "When did you do it?" (naming the person). After receiving his answer, he starts off with a new statement addressing a new person. The next person in turn becomes the next one to state what he *has done*. The game may progress in this way until a good many or all have had a turn to talk.

3. It is sometimes fun and an incentive for improvement in good usage to keep scores of the errors made. The class may choose sides and each time an error is made a score is chalked up for the opposite side.

4. The game, "Where Has He Gone?" should be reviewed as described on page 89 of LET's TALK. Continue to keep and use the record of pupils' errors.

Written exercise. Page 93, Lesson 73 in LET's WRITE should be used following this lesson.

LESSON SEVENTY-NINE. A Good Speech Game,

Page 101

Purpose of the lesson. To teach children to say the words *can*, *catch*, *you*, *yes*, and *just* clearly and correctly

Be careful to pronounce words clearly and correctly.

Suggestions for teaching. 1. After the reading of the page to get the directions, the game may be played by the pupils. Help pupils with the words *pronounce* and *speech*.

2. Other speech lessons should be reviewed. Those lessons should be chosen for review which the records show are needed by different members of the class. See pages 52, 62, 72, 76, and 88 in LET'S TALK.

LESSON EIGHTY. Wait for William, Pages 102-103

Purpose of the lesson. To compose and give a simple book review and to learn the reason for giving a book review

Tell enough about the story so that others will know if they want to read it.

Preparation for the lesson. Several days before teaching this lesson, place some of the popular story books including "Wait for William" and "The Pony Tree" on the classroom reading table.

Suggestions for teaching. The following steps should be followed in carrying out this lesson:

1. Have the pupils read the title and the first paragraph on page 102. Let them comment about the pictures and make guesses as to the content of the story.
2. Have the pupils read the three numbered sentences. Discuss the two questions and the statement, pointing out that the pupils are to keep the ideas in the last two in mind as the story is being read to them. Make clear to them that they are to tell the three things about the story after it has been read.
3. The story, "Wait for William," should now be read to the pupils. (The story follows item 6 on page 64.)
4. After the story has been read, help the pupils to plan a simple book review, writing the sentences on the board as they are dictated. (Do not permit pupils to tell the whole story.) The following is an example of a typical review.

Wait for William

This story is called "Wait for William." It is about a little boy named William and his older brother Charles and sister Nancy. William started with the others to see a circus parade. On the way he lost his shoe. Charles and Nancy did not wait for him. William had the best time of all because he rode the biggest elephant in the parade. When Charles and Nancy saw him, they wished they had waited for William. Then they might have had a ride too.

5. Discuss the instructional statement. Point out that the purpose of a book review is to tell only enough about the story to make others wish to read it.
6. The direction on page 103 should be carried out. In so doing, individual pupils may select their favorite books and plan to reread them for the purpose of giving a book review in Lessons 81 and 82 after the study of "The Pony Tree." The pattern set up by the review worked out for "Wait for William" should be followed.

WAIT FOR WILLIAM¹

Once there were three children who lived in a white house in Pollywinkle Lane in the village of Pleasantville.

The oldest of these three children was a big boy whose name was Charles and he was eight years old. The middle one was a girl whose name was Nancy and she was six years old. The youngest was a little boy and his name was William and he was just four years old.

One summer morning when William was riding his scooter up and down the walk Charles said,

"Hurry up, William, put away your scooter and we will take you down to Main Street to see the Circus Parade."

And Nancy said,

"Hurry up, William, wash your hands and comb your hair and we will take you down to Main Street to see the Circus Parade."

So William put away his scooter and he washed his hands and combed his hair, and they all started out down Pollywinkle Lane on their way to Main Street to see the Circus Parade.

"Hurry up, William," said Charles. "Walk faster, William. We must not be too late when we get to Main Street to see the Circus Parade."

"Hurry up, William, walk faster, William," said Nancy, "or we shall be too late when we get to Main Street to see the beginning of the Circus Parade."

William walked faster but Charles walked faster and Nancy walked

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faster as they all hurried along down Pollywinkle Lane on their way to Main Street to see the Circus Parade.

"Wait!" called William. "Wait for me, my shoe is untied!"

"We can't wait," said Charles.

"We can't wait," said Nancy, "or we shall all be too late when we get to Main Street to see the Circus Parade."

So William walked faster and faster, but *flap, flap* went the shoestring, so William hopped and William galloped as he hurried along down Pollywinkle Lane on the way to Main Street to see the Circus Parade.

Then *flap*, off came William's shoe, and there he stood with one shoe off and one shoe on. "Wait for me!" called William. "Wait for me, my shoe's come off!"

But Charles and Nancy did not answer. They did not answer because they did not hear William. They did not hear William because they were too far away, as they hurried along down Pollywinkle Lane on their way to Main Street to see the Circus Parade.

So William stopped and he put on his shoe and he tied the shoestring in a tight firm knot, and then he slowly and carefully made the ends into a proper, neat bow.

But when it was all done Nancy and Charles were gone, they were nowhere in sight! So William ran alone. He ran all alone down Pollywinkle Lane on his way to Main Street to see the Circus Parade.

Then William stopped, he stopped at a corner because he heard Music. William heard Circus Music coming nearer and nearer and then William saw the Circus Parade coming to him, coming to William on its way to Main Street.

First came the horses — then came the band — and then came the Camels — and then came a man leading an Elephant.

The man saw William. He saw William standing all alone, all alone because Charles and Nancy and everybody else, everybody else in the whole village of Pleasantville had gone to Main Street to see the Circus Parade.

"Want a ride?" called the man.

"Yes!" said William.

So the man lifted William up, up high on the Elephant, and William and the Elephant paraded along to Main Street.

William was so high the branches of the trees were near him and he looked down, way down on all the people of Pleasantville as they stood on Main Street to see the Circus Parade!

William passed by the Drug Store, he passed by the Grocery Store, and he passed by the Church and then, when he came to the Post Office William looked down, way down, and there he saw Charles and Nancy and all their friends!

Charles and Nancy and all their friends looked up, way up, and there on top of the Elephant they saw William riding the Elephant in the Circus Parade!

"Look at William!" shouted Charles.

"Look at William!" shouted Nancy.

"Look at William!" shouted all their friends.

Then they all ran along beside William as he rode the Elephant in the Circus Parade. They went up Summer Street, and then down High Street, and then they came to the corner of Pollywinkle Lane.

Then the man lifted William down. He lifted William down, down to the ground again.

"Thank you for the Elephant Ride," said William. The man said, "You're welcome." Then the man and the Elephant went away.

"Tell us about it," begged Charles.

"Tell us about it," begged Nancy.

"Tell us about riding the Elephant in the Circus Parade," begged all their friends.

But William said, "Wait. Wait. My other shoe is untied."

So Charles waited, and Nancy waited, and all their friends waited, while William tied the shoestring in a good firm knot and they waited while he slowly and carefully made the ends into a proper, neat bow.

Then slowly they walked, walked slowly with William as he told them about riding the Elephant down Main Street, down Main Street in the Circus Parade.

By MARJORIE FLACK

LESSONS EIGHTY-ONE AND EIGHTY-TWO

The Pony Tree, *Pages 104-105*

Purpose of the lessons. To provide for further practice in composing and in giving simple book reviews

When you tell about a book you have read, tell: (1) the name of it; (2) who are in the story, and (3) something that happened in it.

Suggestions for teaching. Follow these steps in developing this lesson:

1. Review with the pupils the book review which they composed for "Wait for William." Discuss how the written review may be used by the pupils in their own classroom.
2. Have the pupils read the review given on page 104 for "The Pony Tree."
3. Help the pupils to see how Betty's book review on page 104 answers the same questions which they used in the review for "Wait for William."
4. Next have the pupils read the directions on page 105.
5. If the pupils have not read the whole story of "The Pony Tree" it should be read to them if the story book is not available.

6. Two lesson periods may be devoted to the giving of individual book reviews. Pupils should show the book if available. Each review should be discussed from the point of view of the standards set up. Ask the questions —
 - a. Did tell the title of his book? Does the title make you want to read the book?
 - b. Did he give the names of the characters in the story?
 - c. Did he tell enough of the story to make you want to read it?
 - d. Did he tell too much of the story so that you would not care to read it yourself?
7. As new reviews are given orally by the pupils, the teacher may take them down, show how they may be improved, and then put them into form to be placed on the bulletin board or in the room library.

THE PONY TREE *

There was once a little boy whose name was Jimmie. He had a sister, Joan, but Joan had gone to spend a week with her grandmother! His two dearest friends who lived right next door were Susan Sill and Nellie Nelson.

The dearest wish of these children, since the day the circus came to town, was for a pony and a little yellow cart and red harness — just like the clown had!

Every day Jimmie said to his mother, "I do want a little pony. Please!"

And every day Mother said, "Darling, if I bought you a pony, I wouldn't have enough money to buy spinach and carrots and prunes for you, and shoes for you to go to school!"

So Susan and Nellie and Jimmie thought and thought about it.

By and by Susan said, "Maybe, if we were good, the fairies would bring us a pony."

So the children were good. They were very good. They ran errands for their mothers. They knew all the answers in school! They kept their clothes clean!

One night after they had been good three whole days, something happened! Jimmie was lying in bed, looking up at the moon. Suddenly, right out of the moon came a fairy!

He said, "Jimmie, you have been good, and I have brought a present for you. It is a seed. Plant it in your garden." And the fairy flew away.

And what do you think Jimmie did?

Well, he got right out of bed in his bare feet and ran down to the

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garden. And in a hole, in the middle of the lawn, Jimmie planted the seed and patted it down. Then he went back to bed.

In the morning Jimmie said, "Oh, Mother, a fairy gave me a seed and I planted it in the garden."

But Mother said, "Darling, you only dreamed it."

Sometimes Jimmie thought maybe his mother didn't believe in fairies.

Jimmie said to his father, "Father, I planted a seed that a fairy gave me, in the lawn." And his father laughed and said:

"What an imagination that child has!" And he went on shaving.

Sometimes Jimmie was sure Father didn't believe in fairies!

As soon as breakfast was over Jimmie went out and told Susan and Nellie all about it — and weren't they glad! They all ran to the garden and there — what do you suppose?

Right out of the ground where Jimmie had planted the seed, a plant was growing!

Mother said, "It is a weed, you must pull it up right away. Father won't like it!"

But the children begged so hard that finally she said they might leave it. And she sent them all to school.

But in school, oh my! Susan could not keep her mind on her lessons. She looked out of the window and thought of the Fairy Seed. She did not hear the teacher! It was all quite, quite dreadful!

The moment school was out, Susan and Jimmie and Nellie raced for home, and — what do you think? The plant had grown into a tree and it had three blossoms on it!

The children stood and looked and looked.

Even Mother was surprised.

The children did not want to go in to lunch, and so Jimmie's mother gave them three bowls of bread and milk under the tree.

Pretty soon in the center of each flower they could see something forming. At first there were just two little points, but very soon they knew what they were — ears!

Then they saw that the ears were attached to something. It was a tiny pony head!

And then it was school time. The children wept but they had to go.

That afternoon Jimmie was so naughty that the teacher had to make him stand in the corner. And when the teacher asked Susan to spell "kitten," Susan said "P-o-n-y."

After school, they thought they would never get home! Their feet were so heavy. But when they got there — what do you think?

From each blossom was growing a pony! And from between the leaves on the tree were growing little yellow wagons and red harnesses! Just think!

Jimmie cried, "Oh, Mother, may I pick a pony?"

Mother looked worried and said, "Oh, I'm afraid they aren't ripe yet. It would be very bad to pick a pony before it is ripe."

So the children waited and it was well they did, for as each pony grew larger it grew heavier, and bent down its branch more and more until finally its feet touched the ground.

Nellie had called in the other children from the block. And now they were all standing around watching.

So Susan picked a black pony, and he seemed very glad to see her and licked her face!

Nellie picked a white pony, and kissed him on the nose.

And Jimmie picked a brown pony and hugged him.

The children harnessed the ponies to the carts and gave all the children rides up and down the street.

And after that, I guess those fathers and mothers believed in fairies!

By CHARLOTTE BRATE

LESSON EIGHTY-THREE. The Old Fox, Page 106

Purpose of the lesson. To teach the pupils to pronounce distinctly and correctly the following words and combinations of words: *why don't you, you, let me, let you, because, and old*

Be careful to pronounce words clearly and correctly.

Suggestions for teaching. Before playing the game, call the pupils' attention to the specific words printed in italics upon which practice is to be given in this lesson. Illustrate the right and the wrong pronunciation or enunciation of the words. The commonest errors for these specific words are:

why don't you (*whyncha*)

you (*yu*)

let me (*lemme*)

because (*becuz*)

let you (*letcha*)

old (*ol'*)

The game may progress as follows: The group will designate a corner or circle of chairs to represent the house of the lambs. The mother sheep will choose seven lambs and after telling them not to let the fox in, will leave the house with a basket on her arm. When the mother sheep has gone, the fox will slink up to the door and knock. When he receives no answer, the game will proceed as is described in the book. If the lamb designated to answer the fox pronounces one of the words incorrectly or does not enunciate it clearly, the fox takes that lamb to his den. He proceeds in similar manner until each of the seven lambs has had his turn to answer the fox. If the fox makes an error, he loses his turn to be the fox and must choose a substitute. After each lamb has had a turn, the game

begins over again. Those children who mispronounced the words the first time should be among the seven lambs chosen for the next game.

In such games the teacher will have to be the final judge as to the correct or incorrect pronunciation. However, the pupils should help to make such judgments in so far as they are able.

LESSONS EIGHTY-FOUR, EIGHTY-FIVE, AND EIGHTY-SIX
Boats, *Page 107*, Over and Under, *Page 108*, AND
The Bridge Goes Up, *Page 109*

Purpose of the lessons. To provide practice in some of the skills taught about talking together.

1. Tell things that others will like to know about.
2. Talk so that all the others can hear you.
3. Talk when no one else is talking.
4. Take your turn. Don't talk too long at a time.

Preparation for the lessons. These three lessons in conversation concern discussion of ways of transportation on land and water, including different types of bridges, viaducts, and highways. It will be helpful to post various related pictures on the bulletin board several days preceding these lessons. Books on sea and land travel may also be displayed on the reading table.

Suggestions for teaching. Use the suggestions given previously for lessons in "Talking Together." Make an attempt to have the pupils achieve a higher degree of success in meeting the standards set up in the instructional statements. Give particular emphasis on having all pupils take part in the conversation. Show pupils ways in which they may help each other think of things to tell.

LESSONS EIGHTY-SEVEN, EIGHTY-EIGHT, AND EIGHTY-NINE
Sojo, *Pages 110-111*

Purpose of the lessons. To teach children to be concerned about understanding and getting the meaning of what they read or hear.

Be sure that you get the meaning of what you read or hear.

Suggestions for teaching. Three lessons may well be devoted to the teaching of this story. (The story appears at the end of Lesson C, page 72.)

Lesson A

It is suggested that the following steps be used in the development of the story during the first lesson:

1. Enjoy the pictures with the pupils and help them to anticipate what the story may be about.
2. Ask the pupils to read the first paragraph on page 110. Find if any in the class have already read the story. (Only the most efficient readers could even attempt to read it.)
3. Ask the pupils to read the next two paragraphs on page 110 to find what they are to do as the teacher reads the story to them.
4. Give an illustration or two of what pupils may expect to hear in the story and show them how important it is that they ask for the meaning of any words, phrases, or sentences which they do not understand. The illustrations might be:

tremendously

a long flail

He broke into a string of notes.

5. Give the pupils examples of polite ways of interrupting when the meaning is not clear in any part of the story. They may raise a hand, saying "I beg your pardon," or "Excuse me, please. What is a *long flail*?" Or a pupil near the teacher may touch her arm to stop her. It should be made clear to the pupils that it is a fine thing to expect to understand everything one hears.
6. Read aloud the story of Sojo from the text at the end of the third lesson. As a child asks the meaning of any form of expression, stop and explain it, then write the expression on the blackboard or on a piece of paper so as to have a record of those things which the group did not understand. The words, phrases, or sentences which may cause difficulty in this story are listed below and should be investigated by the teacher if the pupils do not ask their meaning:

root up	big breathful voice	special favor
swimmy marsh	chaff	hammock
a first try	snappily	broke into a string of notes
only fair	scrabbled	cocked his head
anxiously	sickle	beyond
no doubt	blade by blade	sk-uff-ulufuling
tremendously	cropped clean	bristly
husk the corn	sandbar	tusks
pound the husks away	solitary	snout
enormous nostrils	pelican	eagerly
prickly pink ears	splendid	piebald python
a long flail	fish-basket beak	absolutely harmless
But Sojo was firm	shifted his weight	kindly

7. After such words and phrases have been explained, the story should

be reread to let the pupils enjoy it without a break in it for explanations. Preparation to read the story to the pupils should be very carefully made, for sometimes just the manner of saying a phrase or sentence makes it clear when it would otherwise be vague or misunderstood. For example, "shifted his weight" and "cocked his head," if read with the correct action will help the listeners understand what might otherwise be unknown expressions.

8. The remainder of the text on page 111 should be left as an introduction to the next lesson,

Lesson B

9. The story should be used again as follows:
 - a. Recall with pupils the story of Sojo and the expressions which they needed to have explained to them. Be certain that the explanations have been retained. If they have not been, make again such explanations as are needed.
 - b. Have pupils read the last four lines above the instructional statement on page 110 as their directions to be followed in the rehearing of the story read.
 - c. Read the story Sojo aloud as they keep the directions in mind. Then do the following things:
 - (1) Discuss what happened each day in the story.
 - (2) Help the children select and list on the blackboard new ways of saying things.
 - (3) Find the sentences that are used over and over again in the various episodes of the story.
 - d. Ask those who would enjoy doing so to retell portions of the story which they most enjoyed. In the retelling each one should make an attempt to use new ways of saying things, and should try to use the expressions which are used over and over again exactly as they are in the story.

Lesson C

10. If pupils are interested in doing so, plan with them to make a moving picture of the story. Before doing so, the parts of the story may be read again. Follow the directions for making a movie from a story given under Lesson 45, page 44, in this manual.

SOJO^{*}

Sojo was always sleepy. He woke up sleepy in the morning. He yawned all day long. He dropped asleep over his lunch; he slept half-way through his dinner. And if you'll believe it, he went to sleep when he should have been working.

One morning his Mammy called him early to get up and go down to the pool and bring back water for the cabbages. That, if you haven't

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guessed it, was on a Monday morning. Sojo rubbed his eyes and ate his breakfast and took his bowl and went down to the pool.

Pretty soon he lay down and began to finish his sleep. When he woke up, he heard something sper-lashing and sper-lashing in the water. Sojo yawned and rubbed his eyes; and there, right in the very middle of the pool, was a quite small Elephant, a-squirting water over his back from a quite small trunk.

"It must be fun to do that," said Sojo, yawning politely behind his hand.

"Not very," said the quite small Elephant. "It's too easy," and he squirted a trunkful of water into the bushes.

"Look here," said Sojo suddenly. "I know a place that would be just loads of fun to squirt water on. It's quite near here, too."

"Is that so?" asked the quite small Elephant eagerly. "Where is this place?"

But Sojo shook his head sleepily. "You wouldn't be interested," he decided after a moment; and he flopped back on the grass again and closed his eyes. The quite small Elephant was silent a moment. Then he squirted another trunkful of water into the bushes. Sojo opened one eye, ever so little.

The quite small Elephant came nearer.

"Hi!" he said. "What would you take to show me this place? I've been doing this every day for a whole week."

Sojo opened both eyes and sat up. "Oh, I wouldn't take anything for it. You're a friend of mine, and I'd be glad to show it to you. Mind you, it's a good game, but a sort of difficult one. I don't even know if you could do it. The game," he explained, getting to his feet, "is to take a trunkful of water from here — Follow me."

With the quite small Elephant carrying a trunkful of water, Sojo went along the path to the garden where the cabbages grew.

"You see, this is the game," explained Sojo. "You spray the water ve-ry carefully over the cabbages. If you spray it too hard and root up a cabbage, you lose a point. And if you don't bring enough water and the cabbages dry up, you lose the game. But if you bring four trunkfuls of water every morning and make this place a nice swimmy marsh, it's a beautiful game."

"That does sound fun," said the quite small Elephant gratefully. "Like this?" and he sent out the water from his trunk in a long wish-h, whoo-o-sh all over the cabbages.

Sojo watched with his head on one side. "Not bad for a first try. But it's only fair."

"I think I could do better next time," said the quite small Elephant anxiously. And he could. And he did. Sojo leaned against a tree; and when the Elephant had used up the fourth trunkful of water, he woke up again.

"That was very good indeed," he said. "And no doubt you'll do better tomorrow."

"Please, can't I do just one more?" asked the Elephant.

But Sojo shook his head. "Oh, no. Four tries every morning is all you can have. That's the rule of the game. Now come back tomorrow and see how much better you can do."

"Well, thank you tremendously!" cried the quite small Elephant, and went away.

And Sojo slid down to the foot of the tree to finish his sleep. When his Mammy came to wake him, she certainly was surprised to see how nicely her cabbages had been watered.

Next morning Sojo's Mammy called him to get up and husk the corn. She said, "Take the corn down to the wide flat stone by the pool and pound the husks away." And that, if you haven't guessed it, was on a Tuesday morning.

Sojo rubbed his eyes and ate his breakfast. He took the corn in a basket down to the wide flat stone and sat down to look at it. Pretty soon he rolled over and began to finish his sleep.

When he woke up, he saw straight ahead of him in the pool two enormous nostrils, and two little prickly pink ears, and two small twinkly black eyes.

"Hi there, Hippo!" said Sojo, and he got to his feet and began to pound the corn with a long flail.

Pretty soon he felt a cool breath on his shoulder; and the Hippo sighed, "What are you doing there? Can't I do that, too?"

Sojo shook his head and kept right on pounding the corn with his flail. "This is just a game; you wouldn't be interested," he said.

"How do you know I wouldn't be interested?" asked the Hippo crossly. "I can do that as well as you can. Just let me try," and he started to shove Sojo off the rock. But Sojo was firm.

"No, it's a very difficult game; and you have to play it just so. Now run along and don't bother me."

The Hippo watched a little longer. Then he said, "What would you take to let me play at that game, too? I bet I'd be good at it."

Sojo sighed and stopped pounding the corn. "If you want to play it, you walk round and round the rock, stamping on the corn. And when it's all stamped out, you blow on it, very gently, and blow all the husks into the water. And if you leave any husks, you lose a point; and if you blow away any corn, you lose the game. It's difficult, and I don't even know if you could do it."

"Oh, I could do it all right," said the Hippo in his big breathful voice. And he could. And he would. And he did. His four big flat feet were four times as big as Sojo's two feet and the flail. And he pounded out all the dry corn. And his breath was four times as strong as any little breeze and he blew away all the chaff into the water.

Sojo had lain down under a tree; and when he woke up, the Hippo said, "Now that's done. What do I do next?"

"You help me put it all into a basket, so. And I'll take it home. And the next time I play this game I'll let you know so that you can come and play it, too," said Sojo; and he went home, yawning, to his Mammy.

And she certainly was surprised to see how well her corn had been pounded.

Next morning Sojo's Mammy called him to get up and dig her a new garden. She said, "Get up. I want a garden dug down beyond the cabbages." And that, if you haven't guessed it, was on a Wednesday morning.

Sojo rubbed his eyes and ate his breakfast. He took his hoe and went down beyond the cabbages to dig the new garden. He sat down under a tree and looked at what he had to do, and pretty soon he rolled over and began to finish his sleep.

When he woke up, he heard the funniest grunting and sk-uff-ulufuling in the underbrush. So he yawned and sat up, and straight ahead of him was a dark snout and two bright black eyes poking out through the brush. And then a little bristly black Pig with two shiny white tusks followed the snout.

"Hi there, little black Pig!" said Sojo; and he got to his feet and began to dig busily with his hoe.

Pretty soon the little bristly black Pig asked, "What are you doing there? Can't I do that, too?"

Sojo shook his head and kept right on digging with his hoe. "This is just a game; you wouldn't be interested," he said.

"How do you know I wouldn't be interested?" asked the little bristly black Pig snappily. "I could do it as well as you could. Just you let me try."

But Sojo was firm. "No. It's a very difficult game, and you have to play it just so. Now run along and don't bother me."

The little Pig watched for a while longer; and then he said, "What would you take to let me play at that game, too? I bet I'd be good at it."

Sojo sighed and stopped digging with his hoe. "Oh, I wouldn't take anything for it. You're a friend of mine, but I don't know if you could do it," and he laid down his hoe and sat down under a tree.

But the little black Pig could. And he would. And he did. He began to dig with his tusks. He shoved and he pushed and he grunted and he scrabbled, and he went down one row of the garden. His two tusks were twice as sharp as Sojo's hoe and much, much faster. And he went down another row of the garden. And pretty soon he had finished it all.

Sojo had lain down under a tree; and when he woke up, the little bristly black Pig asked, "Now that's done. What am I to do next?"

"That's all there is," said Sojo. "But you played it very well. Come

and play again sometime," and he went home, yawning, to his Mammy.

And she certainly was surprised to see how well her new garden had been hoed.

Next morning Sojo's Mammy called him to get up and cut the grass on the path to the road. She said, "The grass on the path to the road is too long to walk through." And that, if you haven't guessed it, was on a Thursday morning.

Sojo rubbed his eyes and ate his breakfast. He took his sickle and went off along the path to the roadway. He cut a few feet of grass, and then he sat down under a tree to look at what he had to do and began to finish his sleep.

When he woke up, he saw a white animal with black spots and two long black horns, eating the grass on the pathway.

"Hi there, Goat!" said Sojo; and he got to his feet and began to cut the grass with his sickle. After he had cut a little more, he began to gather it up, piece by piece, blade by blade, and bind it together into a small bundle.

"What's that you're doing?" asked the Goat, very interested.

"Oh," said Sojo, "I'm just going to cut and collect all the grass along this path. It's the finest grass in the country, you know. And so we cut it every week and put it away."

"The finest grass, you say?" asked the Goat. "Why, I never knew that!" and he came closer to nibble along the edges of the path.

"Hi," said Sojo, and he shook his head at the Goat. "That's my grass."

"Well, but look here. Can't I eat even a little of it?" asked the Goat.

"M-m. Maybe a little," said Sojo. "But you be careful not to eat too much," and he yawned and lay down under a tree. When he woke up, the Goat was gone.

But the path which Sojo was going to cut was cropped as clean as the middle of the road. Not a blade of grass was in sight. Sojo went home, yawning, to his Mammy.

And she certainly was surprised to see how well her path had been cut.

Next morning Sojo's Mammy called him to get up and go fishing. She said, "Bring me a lot of fish for my dinner. Because I like fish." And that, if you haven't guessed it, was on a Friday morning.

Sojo rubbed his eyes and ate his breakfast. He took his fishing lines and his fishing rods and went down to the river. He stuck his fishing rods in the ground and put bait on his hooks and threw the lines into the river.

Then he sat down under a tree, and pretty soon he rolled over and began to finish his sleep.

When he woke up, he saw a huge bird a-sitting on a sandbar in the middle of the river catching fish. The huge bird had a big fish-basket

of skin right underneath his beak; and every time he caught a fish, he'd pop it into the basket.

Sojo sat up and wriggled his fishlines. But there was nothing on any of them. Not one single, solitary fish.

Then he yawned and called out to the huge bird, "Hi, Pelican! Good fishing?"

"Splendid!" said the Pelican, tossing a fish into the air and catching it in his fish-basket beak. "Too good, in fact."

"How's that?" asked Sojo.

"Well, you see," the Pelican shifted his weight from one great flat foot to the other great flat foot, "I've eaten all I can hold, and my basket is full, and still I keep on catching fish. But if I put them back into the water, they'll swim away and warn the others about me so I won't be able to catch any tomorrow."

"Well," said Sojo, "you're a friend of mine. Perhaps I can manage to help you out and take some of those fish off your hands. That is — off your beak. Just, of course, as a very special favor."

"Oh, would you?" asked the Pelican, very pleased.

And Sojo could. And he would. And he did. He took two catfish and a dogfish, some mudfish, and three eels. And he put them all on a stick together and went home, yawning, to his Mammy.

And his Mammy certainly was surprised to see all the fish he had brought home.

Next morning Sojo's Mammy said, "It's a nice warm day, so take the hammock and go out and rest under a tree. I've never known you to work so hard." And that, if you haven't guessed it, was on a Saturday.

So Sojo took his hammock and went out and sat under a tree. Overhead was a little red Bird sitting on a branch.

"Hi, little red Bird!" said Sojo. "Sing me a song."

The little red Bird broke into a string of notes, then cocked his head on one side. "How's that?" he asked eagerly.

"Well enough," said Sojo, yawning politely behind his hand. "Sing some more."

So the little red Bird sang some more notes. "How's that?" he asked again, cocking his head on one side.

"It's good," Sojo nodded. "But since you ask me, I think it's too short. A really good song lasts a long time. It goes on and on and on. I'm afraid you couldn't sing a real song."

"I could, too," said the little red Bird crossly; and he settled down on his branch to sing a long time.

Sojo yawned and got up to tie one end of his hammock to the tree. But the rope wasn't long enough to reach to the next tree. So he sat down again.

Pretty soon he opened his eyes and saw two bright black eyes shining

in the grass. It was a very short piebald Python — oh, a very short one, and ab-so-lute-ly harmless.

"Look here, Sojo," whispered the very short piebald Python in a very secret piebald Python whisper. "You've given games to all the other animals. What's the matter with making up a game for me?"

"There's only one game left," said Sojo. "And you're much too small to play it." And he closed his eyes again.

"Oh, pu-please, Sojo!" begged the very small piebald Python, stretching himself to his very fullest piebald Python length. "Pu-pu-pu-pl-eee-case!"

"Oh, all right," agreed Sojo kindly. "But I wouldn't bother with this for anyone else, because I really do need sleep." And he got up and stretched out the hammock as near as it would go to the second tree.

"Now, here's the idea. You climb that tree, so. And loop yourself through the end of the hammock, so. And catch your tail between your teeth. Now you pull and stretch, pull and stretch. And if you stop, you lose a point. But if you drop the hammock" — and Sojo looked anxious — "you lose the game. See?"

"I see," said the very short piebald Python with his mouth full of very short Python tail. "And what happens next?"

"Well, I wouldn't do it for any of the others, because I really do need sleep," said Sojo, politely yawning behind his hand. "But I'll climb into the hammock. Like this. And keep pressing downward with my back. Like this. And help you to stretch and grow."

And when Sojo's Mammy came out to see if he was resting, she found the little red Bird still singing overhead. And Sojo in the hammock was getting lots of rest. She certainly was surprised to see how well he was doing.

By ERICK BERRY

LESSON NINETY. On the Telephone, *Page 112*

Purpose of the lesson. To teach children to handle the telephone correctly, to be considerate of persons using the telephone, and to answer the telephone politely and correctly

Use the telephone correctly.

Suggestions for teaching. This lesson provides for the review of what has already been taught about the use of the telephone and presents the following new items:

How to care for the telephone during its use

How to conduct oneself near a telephone which is being used

1. The first two questions on page 112 should be read by the pupils and discussed. Pupils should learn that a telephone should be handled carefully, that it should never be played with, that small children and pets should not

be allowed to upset it, and that it should always be placed where it will not fall or slide to the floor.

2. After the pupils' reading of the third question, the problem of eliminating noise near a telephone when it is in use should be discussed.

3. The remainder of page 112 gives directions for a practice period in the use of toy telephones, and provides for a review of all that has been taught about the use of a telephone. It may be necessary to discuss various review items and to set up again the very specific standards of previous lessons for this practice period. See Lessons 61-63, pages 52-54 in this manual. Note that the teaching thus far has been concerned only with answering the telephone. Therefore, in the practice period the teacher should place the calls and the children should answer them.

LESSON NINETY-ONE. The Opposite Thing,

Page 113

Purpose of the lesson. To provide practice in selecting pairs of words that are opposites in meaning

Learn to use words that are opposites.

Suggestions for teaching. Follow the suggestions given in Lesson 66, pages 54-55 in this manual.

Written exercise. Pages 101-102, Lessons 79 and 80 in LET's WRITE should follow this lesson.

LESSON NINETY-TWO

Whom Are You Thinking About?, *Page 114*

Purpose of the lesson. To give practice in the elimination of the word *ain't*

Say isn't. Do not say ain't.

Suggestions for teaching. The text is self-explanatory. Pupils who need the practice on items of correct usage covered thus far should be given many opportunities to play the games suggested.

Written exercise. Pages 103-104, Lessons 81 and 82 in LET's WRITE should follow this lesson.

LESSON NINETY-THREE. Jack-in-the-Box, *Page 115*

Purpose of the lesson. To pronounce and enunciate correctly certain words often mispronounced

Be careful to pronounce words clearly and correctly.

Suggestions for teaching. The whole page should be read by the pupils and discussed with them to make sure that they understand what they are to do. Work upon the correct pronunciation of *wh* is introduced in this lesson. Some children cannot tell the difference between beginning a word with "w" and beginning it with "wh." Until their ears are trained to hear the difference and they can check their own pronunciation of the words beginning with "wh," it is helpful to use a visual means of telling the difference between "wh" and "w" sounds. If the teacher holds a small lighted candle before the child's lips as he says "which," it will be blown out by the force of breath resulting from the "wh" sound. If the child says "wich" for "which," the candle will not be blown out.

LESSON NINETY-FOUR. How Do You Do?, Page 116

Purpose of the lesson. To make children conscious of the need for introductions and to teach them how to introduce a parent to a teacher and a friend to a parent

Introduce people who do not know each other.

Suggestions for teaching. Limit the practice in making introductions to the two types given in the text. The dramatic play suggested in the last two paragraphs on page 116 of *LET'S TALK* should be carried out in order to give each pupil some practice in introducing a parent to a teacher or a child.

After this lesson has been carried out dramatically, opportunities should be sought to give pupils practice in real situations. A party at school, a call at the home, or an invitation to an individual parent to visit the school will give situations in which practice can be gained.

LESSON NINETY-FIVE. Playing Games, Page 117

Purpose of the lesson. To allow for further practice in the giving of directions in which the talker uses well-chosen words precisely and in which the items of direction are given in the proper order

1. Think what you need to say. Then say just what you mean.
2. Tell things in the order in which they should be done.

Suggestions for teaching. Review the suggestions for Lessons 23, 24, and 25; 56 and 57; and 62.

1. Have the pupils read the text to find out what is to be done. The two games to be explained are *Leap Frog* and *Blind Man's Buff*.

2. After one pupil has explained one of the games, it should be played. If the directions prove to be inadequate, the class should determine the reason for their inadequacy by reviewing the instructional statements. Then

other pupils should try to give directions so that the game can be played successfully.

3. When the directions are well worked out, the pupils may wish to write them for another group of children to use in playing the game. First the teacher will write the directions on the board as the group dictates. Then copies may be made by the pupils who are able to write and may be placed on the bulletin board for another group to read and for this group to re-read.

4. If the children decide that more practice is needed, an extra lesson may be added in which the pupils give directions for playing other games.

LESSON NINETY-SIX. *How Seeds Grow, Page 118*

Purpose of the lesson. To supply further practice in giving directions with the emphasis upon telling enough

When you tell how something is done, be sure to tell all one needs to know to do it correctly.

Suggestions for teaching. 1. The pictures should be studied and the directions given by Grace in the text should be read and re-read to determine what it was that she failed to tell that one would need to know to get the box ready and to plant and take care of the seeds. Grace failed to tell step number 4, *Put some good soil into the box.*

2. After the pupils have worked out the necessary steps for making a seed-sprouting box, they may decide to make one of their own.

3. If the pupils make the box, they will have to get the materials for it. If they need to write a letter, the next lesson will guide them in writing a letter which asks a favor.

LESSON NINETY-SEVEN. *Let's Ask Mr. Parks, Page 119*

Purpose of the lesson. To give practice in planning the content of a letter asking a favor

In a letter that asks for something, say only what you need to say and be polite.

Suggestions for teaching. This lesson may be used whenever there is an occasion, as suggested in the previous lesson, for the pupils to write a letter of the request type.

1. Have the pupils read the text, including the letter and instructional statement. Help them to find that Miss Jones' Boys and Girls wrote just three things to the person from whom they wanted something: (1) What was requested, (2) What the material was to be used for, and (3) Who would call for it and at what particular time.

2. The letter should then be planned and dictated by the class as the teacher writes it upon the blackboard. Suggestions for carrying out such a lesson may be found on page 8 of this manual. In talking about the letter, the terms *greeting*, *body*, and *signature* should be used and explained again, if necessary.

3. By this time all pupils should be able to copy the letter in good form. A committee should be chosen to select the best letter. It should be delivered or mailed promptly. It will be necessary for the teacher to address the envelope since that has not been taught.

Written exercise. Pages 105-107, Lessons 83 and 84 in LET'S WRITE should be used following this lesson.

LESSON NINETY-EIGHT. He Has Come, *Page 120*

Purpose of the lesson. To teach the correct use of *has come* and *have come*. Say *has come* or *have come*.

Do not say *has came*, or *have came*, or *he come*.

Preparation for the lesson. Exhibit pictures of vegetables and fruits which are in gardens familiar to the pupils using the book. These will help in making the game move along more rapidly.

Suggestions for teaching. 1. After the reading of the text, the game may proceed as directed. In order to get pupils to use the plural form, place names of people upon the blackboard and suggest that pupils use pairs or groups of those or of others which they may think of.

2. Keep a record of the errors made. The pupils may wish to keep track of errors for two teams in the game. If so, an error by a member of one team would constitute a score for the other.

Written exercise. Pages 108-109, Lessons 85 and 86 in LET'S WRITE should be used following this lesson.

LESSON NINETY-NINE. Jack-in-the-Box Again, *Page 121*

Purpose of the lesson. To help pupils to speak clearly and correctly the following words. Common mispronunciations are given in parentheses.

why (wy)	yes (yis)	children (childern)	again (agin)
where (ware)	just (jist)	because (becuz)	when (wen)
get (git)	for (fer)	picture (pitcher)	which (witch)
you (yuh)	old (ol')	let you (letcha)	what (wat)

Be careful to pronounce words clearly and correctly.

Suggestions for teaching. 1. Have the pupils review the directions for playing this game on page 115 of LET'S TALK. See also the suggestions given

for that lesson on page 80 of this manual. Continue putting the word into a sentence after pronouncing it correctly.

2. Keep a record of the errors made by the pupils and find frequent short periods of time when practice upon correct pronunciations may be given.

LESSON ONE HUNDRED. A Funny Joke, *Page 122*

Purpose of the lesson. To give further practice in telling stories from experience

1. Tell things in the order in which they happened.
2. Leave out things which do not belong to the story.

Suggestions for teaching. Emphasize the idea that a joke played on someone should always be one in which the other person does not have his feelings hurt and is not hurt physically. Harmless jokes which the pupils tell about should receive recognition from the teacher and the group as legitimate ones.

LESSON ONE HUNDRED ONE. A Good Surprise, *Page 123*

Purpose of the lesson. To review all that has been learned about telling stories from experience

Use what you have learned about telling a story.

LESSON ONE HUNDRED TWO A Good Speech Wheel, *Pages 124-125*

Purpose of the lesson. To help pupils to speak clearly and correctly the following words. Common mispronunciations are given in parentheses.

why didn't you (wyncha)	would have (would uv)
with you (widcha)	you (yuh)
look! (lookut)	give me (gimme)
going to (goantu)	used to (ustuh)
got your (gotcher)	old (ol')
let me (lemme)	

Be careful to pronounce words clearly and correctly.

Preparation for the lesson. The teacher should prepare the materials for making the speech wheel pictured on page 125 of LET's TALK.

Suggestions for teaching. 1. After the pupils have read the text through the first paragraph on page 125, a committee may be chosen to go apart

from the others to make the wheel quickly. The teacher will have drawn the circle and lines for them. As the committee makes the wheel, those who most need practice in clear and correct speech may be reading the sentences in turn.

2. When the committee has returned with the finished wheel, the practice may proceed with the added incentive of using the wheel and of getting successfully around it. One person should read the entire conversation of Jim and Ted. A person who has a quick ear for errors in speech may be chosen to manipulate the wheel as another reads the sentences.

LESSON ONE HUNDRED THREE

What Are We Doing?, Page 126

Purpose of the lesson. To teach pupils to use *aren't* correctly

Say *aren't* you, or we *aren't*, or they *aren't*. Do not say *ain't*.

1. In order to get practice on the use of "they aren't" and "aren't they," the game may be modified in this way. A person is chosen to represent the team doing the pantomiming and to answer the questions for them. The questioner will ask of the person so chosen such a question as, "They are ironing clothes, aren't they?" If wrong, the person questioned will answer, "No, they aren't ironing clothes." A person so chosen to represent the group and to answer the questions should be a person who needs practice in saying "aren't" instead of "ain't."

2. The teacher's record of errors should be maintained and extra lessons of review games given for those who are particularly in need of help in the correction of usage errors.

Written exercise. Page 110, Lesson 87 in LET'S WRITE should be used following this lesson.

LESSON ONE HUNDRED FOUR. When and How, Page 127

Purpose of the lesson. To give practice in the correct use of adverbs which are chosen with precision to express the idea the speaker has in mind

Learn to use new words that say just what you mean.

Suggestions for teaching. The adverb comes into use late and is not used exactly and in correct form by many children. Adjectives which come into use a little earlier and more easily are often used as adverbs by children without "ly" added to make the adverbial form. It has been found, too, that children have a few adverbs which they use over and over again without careful discrimination as to exactness of meaning. This lesson seeks to train children to use more adverbs and to use them with exactness of meaning.

1. After reading the full page and the instructional statement, the pupils should follow the directions given for using words that tell "how or when." At first the teacher should allow the pupils to think of as many words as they can independently. Those which they use may be listed upon the black-board.

2. When the pupils' supply of "when and how" words seems to have been exhausted, some of the following may be suggested:

today, tonight	silently	noisily
yesterday	rapidly	easily
day before yesterday	slowly	carefully
day after tomorrow	quietly	carelessly
last week, next week	briskly	merrily
a week from today	politely	swiftly
a week ago today	quickly	joyfully
next year, last year	softly	lightly

LESSON ONE HUNDRED FIVE

A News Letter for John, *Pages 128-129*

Purpose of the lesson. To give practice in composing letters of the news-letter type

Help your class to write news letters to friends who are away.

Suggestions for teaching. 1. After reading pages 128 and 129, the pupils should proceed with the organization and dictation of the letter as in former letter-writing lessons. As the content of the letter is planned, the pupils should keep in mind the fact that they should include only what the person receiving the letter would be interested in.

2. The pupils should constantly ask themselves these questions:

- (a) Will this sentence say just what we mean?
- (b) Could we say this thing in a better way?
- (c) Are these things told in the right order?
- (d) Is this the right greeting to use for this friend?
- (e) Is this the right signature for us to use?

3. A good copy of the letter may be submitted for the school newspaper or magazine and another copy may be placed upon the room bulletin board.

Written exercise. Page 111, Lesson 88 in LET'S WRITE should be used following this lesson.

LESSONS ONE HUNDRED SIX AND ONE HUNDRED SEVEN

Pelle's New Suit, *Pages 130-131*

Purpose of the lessons. To teach the pupils to give better and more extended reviews of books they have read, adding one new item not told in former book reviews, namely the part of the story the reviewer liked best

Tell enough about the story to make others want to read it.

Preparation for the lesson. The book, "Pelle's New Suit," along with other simple stories, should be placed on the reading table several days before this lesson is presented.

Suggestions for teaching. 1. Before the new pages of text are presented to the pupils for their reading, review with them the items which they told about the two books, "Wait for William" and "The Pony Tree" in lessons 80-82, pages 102-105 of *LET'S TALK*. If those stories have been forgotten, they should be re-read by the teacher and a short book review formulated for each. The pupils should follow the directions previously given for telling three things about a book which will make someone else want to read it.

2. Page 130 should then be read and the directions followed. If the book, "Pelle's New Suit" is not available, the teacher should read the story. (See below.) If some child has read the book, he may give a review of it, keeping in mind the four things he is to tell about it. If some pupil thinks he can improve upon the review so that the book will be more attractive to those pupils who have not read it, he should have an opportunity to show whether he can do so.

3. The degree of success achieved in making the reviews should be discussed together with ways of improving upon book reviews to be given the following day.

4. Plans for giving more book reviews the following day should be made. It should be emphasized that books should be reviewed which have not been read by the majority of the class. The purpose of the book review is futile if all of the class have read the story. Some pupil may wish to review a book from his home library and to place the book where others in the room may read it. That should be encouraged because it will allow for wider reading on the part of some pupils than the school or room library affords. Too, it is well for pupils to contribute something to the schoolroom and to the education of one another.

5. If the pupils know ahead of time what books they are going to review, a program for the day may be worked out, placed upon the bulletin board, and used by a program chairman the following day as the reviews are announced.

6. Plans for displaying the books after they have been reviewed should also be made. A library table where books may be displayed showing interesting pictures within them may serve the purpose. If the art work of the room can be co-ordinated with these book review lessons, interesting posters may be worked out either before or after the books are reviewed, which will catch the eyes of pupils and encourage them to read the books.

PELLE'S NEW SUIT

There was once a little Swedish boy whose name was Pelle.
Now, Pelle had a lamb which was all his own and which he took care of all himself.

The lamb grew and Pelle grew. And the lamb's wool grew longer and longer, but Pelle's coat only grew shorter!

One day Pelle took a pair of shears and cut off all the lamb's wool.

Then he took the wool to his grandmother and said: "Granny dear, please card this wool for me!"

"That I will, my dear," said his grandmother, "if you will pull the weeds in my carrot patch for me."

So Pelle pulled the weeds in Granny's carrot patch and Granny carded Pelle's wool.

Then Pelle went to his other grandmother and said: "Grandmother dear, please spin this wool into yarn for me!"

"That I will gladly do, my dear," said his grandmother, "if while I am spinning it you will tend my cows for me."

And so Pelle tended Grandmother's cows and Grandmother spun Pelle's yarn.

Then Pelle went to his grandfather who was a painter and asked him for some paint with which to color his yarn.

"What a silly little boy you are!" laughed his grandfather. "My paint is not what you want to color your wool. But if you will row over to the store to get a bottle of turpentine for me you may buy yourself some dye out of the change from the shilling."

So Pelle rowed over to the store and bought a bottle of turpentine for his grandfather, the painter, and bought for himself a large sack of blue dye out of the change from the shilling.

Then he dyed his wool himself until it was all, all blue.

And then Pelle went to his mother and said: "Mother dear, please weave this yarn into cloth for me."

"That I will gladly do," said his mother, "if you will take care of your little sister for me."

So Pelle took good care of his little sister, and Mother wove the wool into cloth.

Then Pelle went to the tailor: "Dear Mr. Tailor, please make a suit for me out of this cloth."

"Is that what you want, my little man?" said the tailor. "Indeed I will, if you will rake my hay and bring in my wood and feed my pigs for me."

So Pelle raked the tailor's hay and fed his pigs.

Then he carried in all the wood.

And the tailor had Pelle's suit ready that very Saturday evening.

And on Sunday morning Pelle put on his new suit and went to his lamb and said:

"Thank you very much for my new suit, little lamb."

"Ba-a-ah," said the lamb, and it sounded almost as if the lamb were laughing.

LESSON ONE HUNDRED EIGHT

Number, Please, *Pages 132-133*

Purpose of the lesson. To teach pupils how to place telephone calls correctly and politely

1. When you telephone, be sure you know the right number.
2. Speak clearly and politely.
3. Do not talk too long.

Suggestions for teaching. 1. With toy telephones, review the previous teaching in regard to answering and using the telephone. These are:

- (a) Holding the telephone correctly

- (b) Telling who is speaking when answering the telephone
- (c) Speaking clearly and politely
- (d) Knowing what to say when someone else is wanted
- (e) Knowing what to say when the person wanted cannot come to the telephone
- (f) Being quiet when someone is using the telephone
- (g) Placing the telephone where it will not fall

This review should be carried on with the teacher placing the calls on one toy telephone as the pupils in turn answer at the other one. After this review there should be a discussion to determine which items have been learned well and which need more practice.

2. The new items to be learned in this lesson are:

- (a) Finding out the correct number for the call to be placed
- (b) Listening for the operator to ask for the number
- (c) Saying the number clearly and politely
- (d) Being polite in asking for the person desired
- (e) Using the telephone only as long as is necessary

3. After a presentation and discussion of the new learnings to be acquired, they should be practiced with the use of toy telephones. At this time, one pupil should place the call and another answer it. A third pupil may take the part of the operator in order to bring in the full conversation involved in placing and answering a call. If this appears to confuse the pupils, the teacher may act as operator.

LESSON ONE HUNDRED NINE. Wrong Number, *Page 134*

Purpose of the lesson. To teach pupils what should be said when they get a wrong number in using the telephone

- 1. **Speak clearly and correctly.**
- 2. **Don't talk too loud or too long.**
- 3. **Be polite.**
- 4. **Hold the telephone correctly.**

Suggestions for teaching. 1. After the text, page 134, has been read, the pupils with the teacher should arrive at a satisfactory solution to the problem which Ben faced when he got the wrong number on the telephone. The two questions at the bottom of the page state the problem. Such satisfactory answers as the following may be decided upon for Ted to use:

Ted: I beg your pardon, Mrs. Parks, I have the wrong number.
Pardon me, please, I have the wrong number.

2. The pupils should be made to understand that the receiver must be hung up for a moment after a wrong number and that the call must be placed again. Lack of clearness of speech in giving the number is usually the reason for getting a wrong number. This should be brought out as another reason for

speaking clearly over the telephone. Politeness should again be stressed as necessary no matter what difficulty is confronted in the use of the telephone.

3. With the toy telephones practice should be given in what to say when a wrong number has been gained. In this practice situation, the teacher should answer all calls and be the one to inform the caller that he has the wrong number. The caller should then place the call again and get the right number.

LESSON ONE HUNDRED TEN

A Good Speech Race, Page 135

Purpose of the lesson. To teach the pupils to speak correctly the following words. Common mispronunciations are given in parentheses.

yours (yers) (yurn)

his (hissen)

can (kin)

winning (winnin')

white (wite)

hers (hern)

catch (ketch)

again (agin)

ours (ares)

just (jist)

Look! (lookut)

Be careful to pronounce all words clearly and correctly.

Preparation for the lesson. The children should be asked on the preceding day to bring their toy cars to school. The teacher or children may prepare the race track on a long strip of paper or upon the floor. The illustration on page 135 shows the spaces and lanes in the track and a group of children playing the game as given in the directions.

Suggestions for teaching. 1. Follow the suggestions in the text. The teacher may add sentences of her own which she may place upon the blackboard to be read by the players. These sentences should be created to take care of persistent speech errors which the record kept by the teacher makes apparent.

2. The pupils should be made aware of the errors which have occurred in the playing of the game and which still need to be corrected through further practice. This game may be repeated whenever there is time, but should not be used unless someone is at hand to note errors in speech and to aid a pupil in correcting any error which he may make.

LESSON ONE HUNDRED ELEVEN

What Are They Doing?, Pages 136-137

Purpose of the lesson. To teach the correct use of *is* and *are* in sentences with singular and plural subjects

1. Use *is* when you talk about one thing.

2. Use *are* when you talk about more than one thing.

Suggestions for teaching. 1. After the reading of page 136 by the pupils,

the instructional statements should be read on page 137. The teacher should then ask the pupils why *is* or *are* is used in each of the four sentences on page 136. They should be able to apply one or the other of the instructional statements correctly in each case by determining whether one or more than one thing is talked about in each of the sentences. The terms *plural* and *singular* should not be used by the teacher in the discussion of the use of *is* and *are*.

2. The practice exercise given on page 137 should be read and carried out next. Added practice on the use of *is* and *are* may be supplied by using other pictures or objects.

The use of *are* with the singular pronoun "you" has been omitted because the explanation required would only serve to confuse the pupils.

Written exercise. Pages 113-114, Lessons 90 and 91 in LET's WRITE should be used following these pages.

LESSON ONE HUNDRED TWELVE

Where Are the Ducks Going?, Page 138

Purpose of the lesson. To give a review of all that has been learned about telling stories from experience

1. Tell things in the order in which they happened.

2. Leave out things that do not belong to the story.

Suggestions for teaching. This is a lesson in which the pupils should show their growth for the year in the art of telling a story from experience.

1. After reading the page of text and answering the questions, various attempts at telling the story in the picture should be made. Some pupils will wish to tell stories that this picture makes them think of. As they tell their stories, the instructional statements should be kept in mind as standards.

2. If some very interesting stories are told, they may be taken down by the teacher and duplicated for each child or placed upon the bulletin board for re-reading. Some may be sent to other grades in the school.

Written exercise. Page 115, Lesson 92 in LET's WRITE should be used following this lesson.

LESSON ONE HUNDRED THIRTEEN

We Earned the Money, Page 139

Purpose of the lesson. To give a final review of all that has been learned about telling stories from experience

Tell the whole story. Tell things in the order in which they happened.

Suggestions for teaching. No new suggestions for the carrying out of this lesson are needed.

After this final storytelling lesson, all stories told during the year which have been written down and kept may be gathered together into individual or class story books for the year. They may be put into attractive covers which the pupils themselves decorate. Class books should be placed in the classroom library. Individual books may be taken home.

LESSON ONE HUNDRED FOURTEEN. Summer Fun,

Page 140

Purpose of the lesson. To review all that the pupils have learned about talking together

1. Talk when no one else is talking.
2. Take your turn. Do not talk too long.
3. Tell things that others will want to know about.

Suggestions for teaching. Follow the suggestions for other lessons in conversation. Conclude with a discussion in which the pupils decide in what ways they may still improve their conversations. The standards they have not yet reached as successfully as they should will form the set of goals to be worked for specifically in the next lesson.

LESSON ONE HUNDRED FIFTEEN

Down in the Meadow, *Page 141*

Purpose of the lesson. To review all that has been learned about carrying on a conversation and to help the pupils to reach the goals set in the preceding lesson

Use what you have learned about talking with others.

Suggestions for teaching. If other topics are suggested than that on page 141, the teacher should not make an attempt to keep the pupils to that topic. A final discussion of the success of the conversation should follow with suggestions as to how the things learned should be practiced in talking together during out-of-school times.

LESSON ONE HUNDRED SIXTEEN

A Frolicsome Brook, *Pages 142-143*

Purpose of the lesson. To help pupils to a fuller appreciation of poetry and to gain a background of experience which will help them to create their own rhymes

1. Listen to the sound of words.
2. Listen for the words that rhyme.
3. Think of pictures the words make you see.

Preparation for the lesson. The teacher should have ready several simple poems to read to the class. They may contain different patterns of rhyme and rhythm.

Suggestions for teaching. 1. The teacher should re-read the suggestions given on pages 29-31 of this manual.

2. After the reading of page 142 by the pupils and the answering of the question, the pupils may take turns reading stanzas from the poem. As they read they should listen for the three elements listed in the instructional statements.

3. (In this poem the rhyming words in the four stanzas have the same sound of *ay*.)

4. The poems brought to the lesson by the teacher may be read as the pupils listen for the same elements.

5. The last statement on page 143 should be read and discussed with the pupils. They should be encouraged to follow the suggestion concerning the bringing in of their favorite poems for the following lesson.

LESSON ONE HUNDRED SEVENTEEN

Rhymes Are Fun, *Pages 144-145*

Purpose of the lesson. To help pupils to find rhyming words to complete poems which may serve as patterns for poems of their own creating

1. Words that rhyme sound the same.
2. Think of words that rhyme and that make sense.

Suggestions for teaching. 1. The teacher should re-read the suggestions for helping children to create poems of their own on pages 59-60 of this manual.

2. The pupils should read the directions and carry them out with both pages of poems to be completed. Choices of words should be discussed in order that the most fitting and best rhyming one shall be finally selected in each case.

3. The pupils should share the poems they bring to class. If some are particularly enjoyed by the class as a whole, they may be used in choral speaking by the group.

Written exercise. Pages 116-117, Lessons 93 and 94 in LET'S WRITE should be used following this lesson.

LESSON ONE HUNDRED EIGHTEEN

What Doesn't It Have?, Page 146

Purpose of the lesson. To help the pupils to eliminate from their talking double negatives as they occur with the singular form of the verb *has*

Say *has no or hasn't any.*

Don't say *hasn't no, or hasn't got no, or ain't got no.*

Suggestions for teaching. Follow the suggestions for a similar lesson on pages 35-36 of this manual.

Written exercise. Pages 118-119, Lessons 95 and 96 of LET's WRITE should be used following this lesson.

LESSON ONE HUNDRED NINETEEN

What Don't They Have?, Page 147

Purpose of the lesson. To help pupils to eliminate from their talking double negatives as they occur with the plural form of the verb *has*

Say *have no, or haven't any. Don't say haven't no, or ain't got no.*

Suggestions for teaching. Review the game, "What Are We Doing?" on page 126 of LET's TALK. Note the suggestions concerning practice on "aren't they" as well as "aren't you" on page 84 of this manual.

Written exercise. Page 120, Lesson 97 of LET's WRITE should be used following this lesson.

LESSONS ONE HUNDRED TWENTY

AND ONE HUNDRED TWENTY-ONE

Good Speech, Pages 148-149 and Which is Right?, Pages 150-151

The first of these lessons is a review and test of correct pronunciation; the second, of correct usage. After using the exercises in each test, the children should play again any games that will help them correct persistent errors that may be revealed.

Written exercises. Pages 121-123, Lessons 98, 99, and 100 in LET's WRITE which are written tests should be used following these oral tests.

Professional Books on the Language Arts

General

1. McKee, Paul, *Language in the Elementary School*, Revised edition. Houghton Mifflin Co., Boston, 1939.
2. National Association of Elementary School Principals, Eighteenth Yearbook, *Language Arts in the Elementary School*. National Education Association, Washington, D.C., 1941.
3. National Council of Teachers of English, *An Experience Curriculum in English*. D. Appleton-Century Co., New York, 1935.

Choral Speaking

1. Abney, Louise, and Rowe, Grace, *Choral Speaking Arrangements for the Lower Grades*. Expression Co., Boston, 1937.
2. Rasmussen, Carrie, *Choral Speaking for Speech Improvement*. Expression Co., Boston, 1939.

Creative Expression

1. Ferebee, June, and others, *They All Want to Write*. Bobbs-Merrill Co., Indianapolis, Ind., 1939.
2. Mearns, Hughes, *Creative Youth*. Doubleday, Doran & Co., Garden City, N.Y., 1925.
3. Progressive Education Association, New York, *Creative Expression*, ed. by Gertrude Hartman and Ann Shumaker. E. M. Hale & Co., Milwaukee, 1939.

Corrective Speech

1. Abney, Louise, and Miniace, Dorothy, *This Way to Better Speech*. World Book Co., Yonkers, New York, 1940.
2. Dodd, Celeste, and Seabury, Hugh F., *Our Speech*. Steck Co., Austin, Texas, 1940.
3. Von Riper, Charles, *Speech Correction*. Prentice-Hall, Inc., New York, 1939.

Assumed Vocabulary for LET's TALK

A	C	F	I	M	S	T
a	calling	from	into	Mrs.	said	too
about	came	fun	is	must	Sally	took
after	can	funny	it	my	saw	train
again	cat				say	tree
all	car			N	says	two
am	chicken	G	J	name	school	
an	children		Jack	no	see	U
and	color	garden	Jane	not	she	
Ann	come	gave	jump	now	show	under
apple	coming	get	jumped		sister	up
are	could	girl	jumping	O	sleep	us
around	cow	give	just	of	snow	
as	cry	go		off	so	V
ask		goes		old	some	
asked		going	K	one	something	very
at	D	good	know	on	soon	
away	day	got		one	stand	W
	dear	gray		other	stay	walk
	did	green	L	our	stop	want
B	do	guess	liked	out	store	wanted
baby	does		laugh	over	story	was
ball	doing	H	let	P	sun	water
be	dog	had	like	paint		way
bear	doll	hand	little	party	T	we
bed	door	happy	live	pet	table	went
Betty	down	has	long	picture	take	were
big	dress	have	look	pig	teacher	what
Billy	draw	he	looked	play	tell	when
bird		heard	looking	played	thank	where
black	E	help		playing	that	which
blue	eat	helped	M	please	the	white
boat	egg	her	made	pretty	their	who
Bob		here	make	put	them	will
book		him	making		then	wind
box	F	his	man	R	there	wish
boy	farm	home	many	rain	these	work
✓ brown	fast	horse	Mary	ran	they	would
but	father	house	may	read	thing	write
buy	find	how	me	red	think	
by	first		milk	ride	this	
	five	I	miss	riding	three	Y
C	fly	I	morning	right	time	yes
call	for	if	mother	room	to	you
called	four	in	Mr.	run	Tom	your

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